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ABSTRACT

This report discusses research-supported principles and practices in the professional development of bilingual education teachers and teachers of language minority students, illustrated with the experiences of a number of specific projects. An introductory section offers background and the philosophy of the study. Subsequent sections address principles of effectiveness and promising practice (an overview of projects with promising practices, new teacher recruitment and preparation, continuing professional education, and provision of a context supporting professional growth); present descriptions of 12 professional development projects; examine specific challenges in design and implementation (competing constituent goals, quality control, institutionalization of practices, and effects of projects on the minority language community); and discuss policy implications (professional standards, the role of federal support, contributions of project team stability, integration of new ideas across content, partnership of local education agencies and higher education institutions, and the importance of language resources). Contains a list of references and site contacts. (MSE)

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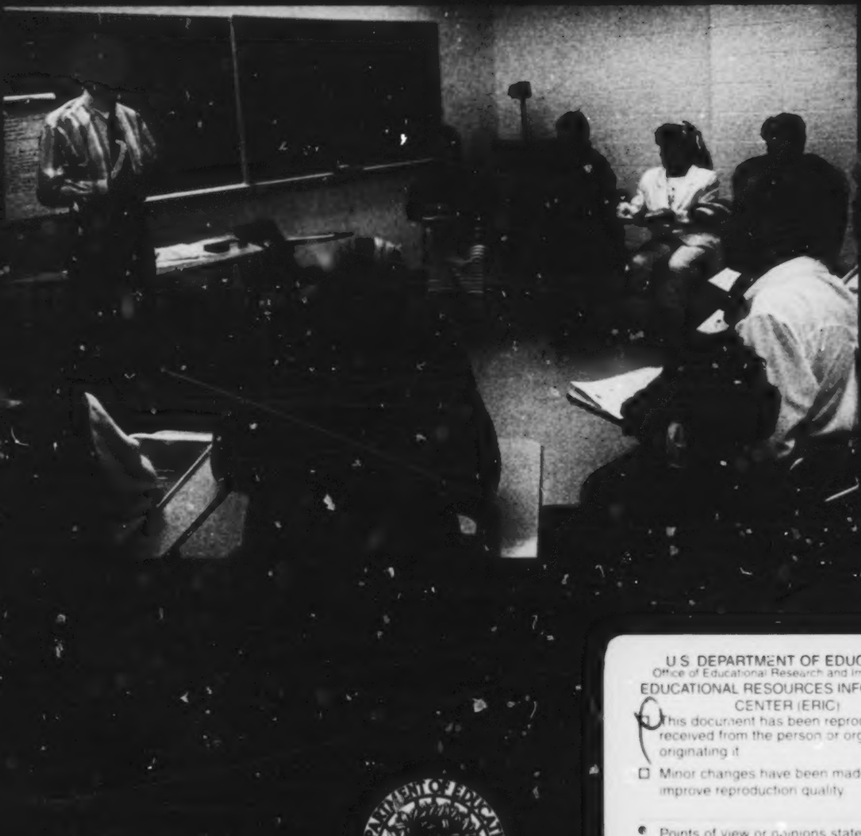
Model Strategies in Bilingual Education: Professional Development



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Model Strategies in Bilingual Education: Professional Development

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1995

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Using This Report

This report illustrates research-supported principles of professional development with the experiences of communities of scholars, practitioners, and teacher aspirants at selected sites. Project personnel often provided formal evaluation results supporting claims of effectiveness, but this study was not itself an evaluation of outcomes. Each project team has used the insights of research and experience as well as available resources to develop and implement plans that address the needs of the community it serves, and each makes continual adjustments, from term to term and year to year, in light of project outcomes. Most project staff are still developing outcome data sets that will demonstrate project effectiveness, and none claim that their models are fully refined. They frequently credited colleagues in other projects and locales for ideas, designs, and materials that contributed to their own growing success.

From the projects described in this report, educators can learn much about how to develop a highly qualified instructional workforce for language minority students. However, including the projects in the study does not imply that they are "the top 12" in the field. Furthermore, the frequency of their mention in the text is a function of the breadth of their missions and does not imply any rankings among them with respect to their merits.

INTRODUCTION: ACCOMMODATING LANGUAGE DIVERSITY IN SCHOOLS

Providing technical assistance and conducting and disseminating research are central to the responsibilities of the U.S. Department of Education (ED) under the Bilingual Education Act. An essential component of service improvement is promoting the development of an instructional workforce equipped with the knowledge and skills necessary for effective program implementation. To achieve this goal, ED funds projects designed to strengthen the effectiveness of professional preparation and continuing education programs for teachers of students with limited English proficiency (LEP). State and local education agencies, institutions of higher education, and foundations also support such projects. This report, commissioned by ED's Office of the Under Secretary and supported by bilingual research funds, presents the findings of a study of projects whose designs and results have earned the high regard of experts in their fields.

The introduction to this report describes the study's process of data collection and the conditions of language diversity that produce the need for studies like this one. The second chapter sketches a vision of effective schooling for all students, highlighting features that have special significance for LEP students. This vision serves as the basis for identifying the principles of professional development that undergird the designs of the projects visited in this study. The literature in several related disciplines supports competing hypotheses about what features contribute most to the productivity of programs for students with limited English proficiency and, hence, what features should characterize teacher education for such programs. The different priorities of social, political, and educational agendas give different weights to various program attributes. The choice of the projects visited in this study (and those in the initial pool) reflects a vision of education based on available evidence and several other factors that influence conceptions of effectiveness, all of which are summarized in the framework in the first part of Chapter 2 and illustrated in the second part with examples from the field. The third chapter tells the stories of each project in its own terms, including goals, major components, outcomes, and lessons from experience. The fourth chapter discusses ongoing challenges to successful professional development in this area of education. The final chapter explores some of the policy implications of both research and the experience of educators and communities associated with these projects.

Our Approach to the Study

In the search for successful professional development strategies, the study team first reviewed the literature on bilingual education, effective teaching, and professional development. From this we generated a framework to identify best practices in projects that stimulate the flow of teacher candidates into special programs targeting LEP students, provide appropriately broad and deep preservice education, and/or enhance the knowledge and skills of inservice teachers (Leighton, Russo, & Hightower, 1992). Second, we used this review and conversations with professionals in the field to identify experts with the insight and experience to recommend projects. The experts included representatives from elementary, secondary, and higher education; from every corner of the country; from urban and rural settings; and from several language communities. We shared the framework with this group and collected their suggestions about projects they perceived as exemplary. Third, we used telephone interviews and document review to create profiles of about 50 recommended projects. Each profile summarized information about the focus, history, nature, size, and outcomes of the recommended project. From this pool, we selected 12 projects representing a broad range of formats, goals, minority language groups, and geographical areas. Fourth, in teams of two we visited the projects for two to four days, interviewing and observing to learn more about their practices and results. Finally, we collected evidence during those site visits from projects' published and unpublished documents to write project profiles and develop this summary report.

Accommodating Language Diversity: A Challenge to Public Education

The need for services for LEP students has grown tremendously in the past 10 years. U.S. Census figures for 1990 show that parents characterize almost one million children between the ages of five and seven as speaking English "not well" or "not at all," representing an increase of about 25 percent over the 1980 figures. However, the estimate more than doubles when schools report their enrollments, using a variety of practical definitions of proficiency to identify students needing special language services. A recent report published by ED (Fleischman & Hopstock, 1993) estimated a total of about 2.3 million LEP students in grades K-12, based on projections from results of a survey of a nationally representative sample of school districts. This estimate shows an increase of almost 70 percent over the number determined in a similar study by the same group in 1984 (Young). Table 1, based on figures reported to the U.S. Department of Education for 1990-91, shows the size of the population of LEP students in the 10 states most affected by its growth (U.S. Department of Education, 1992, Table E).

About three-fourths of these students speak Spanish; the nine other largest groups, in descending order of size, are:

Table 1
Identified LEP Students Reported by State Education Agencies, 1990-91
(Listed in Order of LEP Enrollment Size)

STATE	TOTAL LEP ENROLLMENT	PERCENTAGE LEP IN TOTAL ENROLLMENT
California	986,462	18
Texas	313,234	9
New York	168,208	6
Florida	83,937	4
Illinois	79,291	4
New Mexico	73,505	22
Arizona	65,727	9
New Jersey	47,560	4
Massachusetts	42,606	4
Michigan	37,112	2

Vietnamese, Hmong, Cantonese, Cambodian, Korean, Laotian, Navajo, Tagalog, and Russian. Demographic projections indicate that this diversity will continue. Moreover, distinctive settlement patterns cause the proportion of students in particular language groups to vary widely within and among districts. For example, at least 1,000 school districts in the United States serve eight different language groups. More than 40 percent of schools enrolling LEP students serve at least four different language groups. (California Department of Education, 1991a, and Fleischman and Hopstock, 1994, report these data and trends in detail.)

The natural attraction of familiar community subcultures may continue to draw new immigrants to states such as California, Texas, and New York, where large populations of many language minority groups live and where school systems are practiced in responding to their varied needs. However, recent evidence suggests an increasing need for districts elsewhere to implement effective programs for LEP students. Factory openings in rural Tennessee and Missouri brought influxes of Japanese families whose children filled classrooms in the local districts. Emigration from Eastern Europe released a flow of Polish students to South Bend, Indiana; Russian students to West Hartford, Connecticut; and Ukrainian students to Salem, Oregon. Creole-Haitians have begun their American residency in south Florida schools, and Vietnamese fishermen have settled with their families in coastal villages along the Gulf of Mexico. According to 1990 Census data (GAO, 1994), almost half of LEP students are immigrants and about 40 percent are poor.

Shifting demographics and major immigrant waves arising from multiple national and international developments have made repeated demands on American public school systems. From time to time, districts have provided instructional programs—including texts and curriculum materials—

in students' primary languages as a routine response to new populations. (Arias and Casanova [1993] provide a brief analytic summary of this history.) However, the rapid growth of language minority populations and their patterns of concentration, modern conceptions of educational adequacy and equity, and present budget shortfalls are straining many communities. Consider the dilemma of one California district already working diligently to meet high state standards for all students and particularly for its predominantly Hispanic LEP students. Within a decade, an influx of Southeast Asian immigrants of various nationalities swelled its enrollment by 14,000 LEP students. The district's existing bilingual workforce included few certified teachers qualified to teach in any of their several languages. When the district tried to recruit within the immigrant community, few possessed enough formal education to earn a teaching certificate in time to be of assistance. The present pace and extent of the increase in LEP student populations generate situations like this with alarming frequency across the country.

The rate of increase in LEP students outstrips the rate of increase in teachers with skills necessary to serve them. On the basis of an analysis of findings from recent studies of teacher supply and demand, Macias (1989) estimated a need for about 170,000 additional teachers qualified to serve LEP students by the year 2000. In recent Congressional testimony, an official of the National Education Association[1] estimated the shortage of teachers for LEP students at 175,000 (GAO, 1994). The National Center for Education Statistics reports that during the 1990-91 school year, districts found it "very difficult" or "impossible" to fill 38 percent of the vacancies in bilingual and ESL programs with qualified candidates. OBEMLA (1992) indicates that almost 25 percent of students identified as limited English proficient receive no services. Several studies (e.g., Fleischman & Hopstock, 1994; Macias, 1989) report that services to LEP students are often provided by teachers with little or no special training. Many states require that regular programs be provided in students' primary language when the enrollment of students in any language minority group reaches a certain size, but few states have enough qualified instructors to fill all the positions created by their mandates. California reported in 1990 that its shortage of teachers skilled in the areas of English as a Second Language (ESL) or bilingual instruction had reached 20,000; more than half of its existing staff were teaching under waivers (National Forum, 1990). In some cases, states also lack the classroom space to house these special programs.

Fleischman and Hopstock (1994) report that more than 15 percent of the teachers in this country have one or more LEP students in their classes, yet only 10 percent of these teachers are certified in bilingual education and another 8 percent are certified in teaching English as a Second Language. Less than half of the teachers of LEP students speak a non-English language shared by one or more students; almost one-third report that they use English of the same difficulty and complexity to teach both LEP students and English-speaking students.

The mission of public education has been forged by the national experience; the general welfare is profoundly affected when schools successfully provide all students with the knowledge and skills they need in order to participate in community life and the larger society. In addition to learning the standard school curriculum, students lacking English proficiency need teachers who can help them develop English skills, yet more than 80 percent of the teachers serving LEP students have little preparation for doing this job well. The next section reviews the research on effective teaching and its application to programs for LEP students, identifies principles of professional development that lead to effective teaching, and describes how some projects are putting those principles to work. ■

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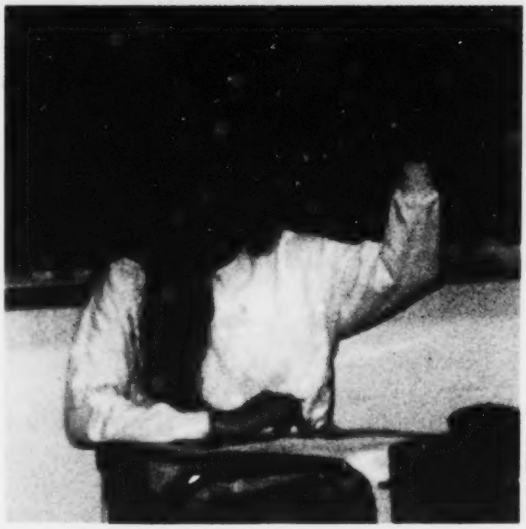
[1] NEA Vice President Robert Chase, testifying on March 4, 1993, before the Subcommittee on Elementary, Secondary, and Vocational Education of the House Committee on Education and Labor (p. 5, paragraph 2).



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Chapter 2

PRINCIPLES OF EFFECTIVENESS AND PROMISING PRACTICES

The content and processes of teacher education are shaped by the nature of the programs in which candidates will teach. A good professional development experience is one that prepares participants to teach effectively in light of their schools' educational mission and the resources and needs of their students. Recent research on pedagogy and thoughtful consideration of the proper roles of national and community values have expanded understanding of the educational process. On one hand, students' hard work on worthwhile lessons is the best predictor of achievement; increasing evidence shows that certain instructional conditions and practices generate more achievement than others, across settings and subjects. On the other hand, in some settings, special adaptations are necessary to bridge students' actual resources and the resource assumptions taken for granted in the mainstream classroom; also, subject matter may shape methods in distinctive ways—approaches that work in literature may not work in math or social studies. Furthermore, competing values in some areas dictate different choices among otherwise equally defensible educational goals. Productive programs for LEP students share some qualities with productive programs for other students, and they are distinguished by additional qualities that take into account students' language resources and requirements. Teachers of LEP students must have both the competencies demanded by mainstream students and those especially adapted for English language learners. The first section of this chapter briefly describes an education model that weaves together research-based principles of pedagogy and a value orientation that prizes preservation of the nation's language and culture resources, while promoting acquisition of English. The rest of the chapter illustrates how projects use particular recruitment strategies, teacher preparation and professional development activities, and school context features to create a workforce able to implement this model for LEP students.

Promoting Students' Academic Success

Roles of school and family in education. Historically, public education systems have been shaped by the belief that their fundamental role in a democracy is to cultivate the skills and knowledge required for "participating in democratic politics, . . . choosing among . . . good lives, and . . . sharing in the several subcommunities, such as families, that impart identity to . . . its citizens" (Gutmann, 1987, p. 42). Democracy functions effectively when advocates of competing interests and points of view are able to debate and resolve issues concerning general welfare from informed positions of similar authority. Public education systems give people a chance to cultivate knowledge and acquire authority, to become an informed electorate and an able workforce. The community's commitment to supporting effective education is sustained in part by the precedent that failure to provide programs that teach students essential skills and knowledge can generate costly social problems. Programs for LEP students—like all school programs—are supposed to promote literacy, numeracy, and knowledge growth in other core curriculum areas. Their purpose is to enable graduates to share in the work of democratic life. Schools cultivate the social and cognitive infrastructure on which a functioning democracy depends for productivity and order.

However, the sense of efficacy on which community participation rests is nurtured at home, in one's family. People learn first at home that what they do or say can affect their environment. Learning at school is informed and supported by family lessons in responsibility, caretaking, and negotiating, among other things. The choice of a good life that includes "subcommunities . . . that impart identity" may be governed in language minority groups by proficiency in a primary language. Proficiency in primary languages and in English contributes to the attainment of the goals of public education of language minority children. Their overall well-being depends in part on the resources they acquire at home; hence, the strategies schools use to achieve their mission should reflect a concern with maintaining children's capacity to benefit from their family life.

Supporting academic achievement. Four dimensions of educational programs bear directly on students' success: (1) the quality of lesson content; (2) the extent of students' productive engagement; (3) the accessibility of the curriculum, that is, the degree to which students are able to make sense of what is taught; and (4) the school climate. These dimensions may take on distinctive shapes in programs for LEP students.

First, lesson content must be substantively adequate and relevant to the appropriate educational goals. Recent critiques of

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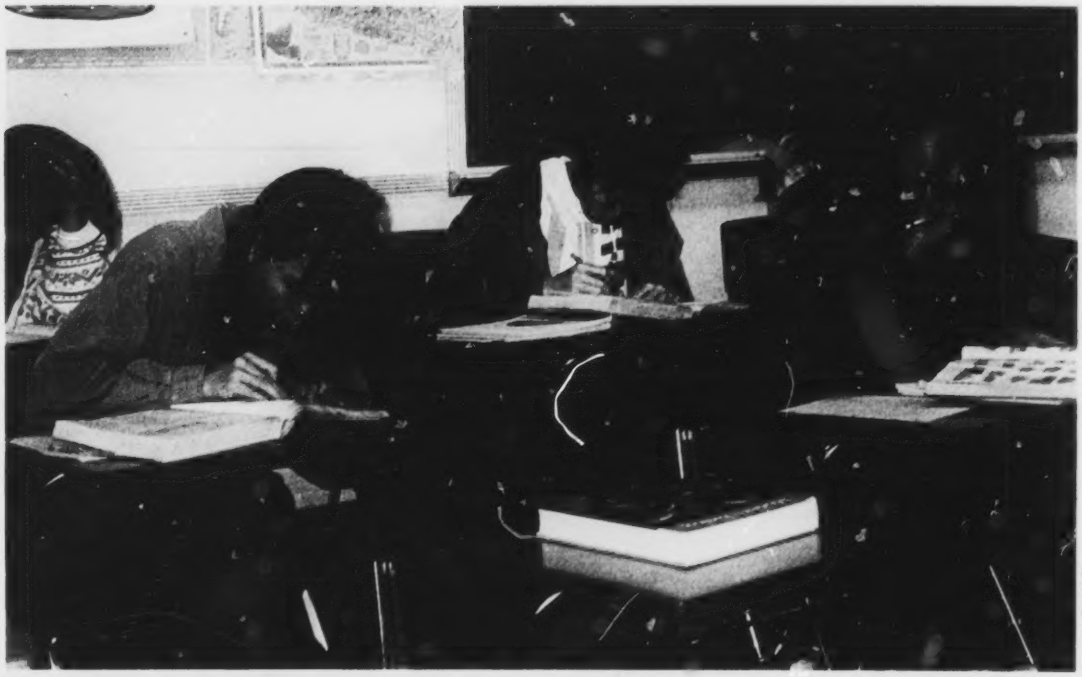
the content of instruction in some subjects—notably math and science, but few disciplines are free of criticism—reveal that deficiencies in curriculum materials or teachers' knowledge or both create misconceptions among students. Too much emphasis on lower-level skills and mistaken notions of content "hierarchies" restrict what students can learn. In good lessons, students encounter solid material that takes into account the disciplines' requirements and students' knowledge and skills. (Research on these issues is summarized in USED, 1987; USED, 1993; and Walberg, 1988.) Substantive rigor in lessons for LEP students may be compromised on two counts. First, streamlined or alternative teacher education programs having the primary aim of filling bilingual or ESL teaching slots in the fastest timeframe may shortcut subject matter preparation, particularly at the elementary level. Second, teachers conversationally fluent in a non-English language may not be fluent in the technical terms associated with content areas. Their primary-language explanations of content in math, science, and social studies, for example, may suffer from limited vocabulary. Professional development programs for teachers of LEP students must attend to these potential obstacles to substantively adequate instruction.

Second, the learning processes must engage students productively; their effort must be applied diligently to mastering lesson content. (See Brophy, 1987, and Tomlinson, 1990, for discussions of research on this topic.) What—and how much—students learn depends in part on how hard they work and what they study. Even given a substantively compelling lesson (that may reflect the teacher's hard work), students will learn only if they work hard at learning. The nature of their learning task also controls the extent of their learning. Copying verbatim the dictionary definitions of words from a speller and then writing the words correctly 10 times may keep students engaged for a whole period, but evidence does not suggest that it improves anything other than penmanship. Computing the answers to 50 two-digit multiplication problems for homework may confirm mastery of the algorithm without ensuring mastery of the mathematical concepts or applications. Productive engagement means working on tasks that lead to new learning built on the solid foundation of prior knowledge. In posing learning tasks of appropriate levels and kinds, bilingual teachers of LEP students face the same challenges as other teachers. However, ESL teachers—especially those who have multilingual classes or who do not speak the students' home language—face communication difficulties that make it more challenging to frame tasks that engage students and extend learning. Their professional training has to provide strong support for this area of practice.

Third, students must be able to understand what is presented to them in school. The words, examples, models, and demonstrations used in lessons must communicate information to students. Lessons must build on the language, skills, and concepts that students already know. A college course on nuclear engineering may be substantively well developed, have well structured and engaging learning activities, and feature a welcoming social climate, but it would be wasted on first graders or even high school freshmen who do not understand its basic premises. It would likewise be wasted if presented in Arabic to a French-speaking college engineering class. A successful lesson is taught in terms that students understand. In classrooms where teachers



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and students share a language and culture, a great deal of their communication about content is verbal; when students are unfamiliar with a particular term or concept, the teacher can—and usually does—use words to bridge back to a familiar idea or experience. When language and cultural differences limit the communicative power of words, nonverbal communications and hands-on learning assume greater importance.

In a conference on educating linguistically diverse students sponsored by the National Center for Research on Cultural Diversity and Second Language Learning, McLaughlin (1994) summarized results of several studies on the cognitive challenges of learning to read in one's second language. Briefly, reading involves mastering a set of sound-symbol correspondences, applying those rules automatically to decoding new words, and rapidly processing text and extracting its meaning. Automaticity in decoding and speed in processing in a second language take time to acquire. In addition, the metacognitive skills used by good readers—such as scanning ahead, pausing to reflect and evaluate, and rereading hard passages—may be unfamiliar to novices. For LEP students, their lack of fluency in English may make it especially difficult to acquire skills that rely on detailed knowledge of syntax and on different kinds of background information than what they have. In related ways, writing in English may not come easily to LEP students. If the body of their experience—including conversations and thoughts about their experience—occurs in another language, then the cognitive "data base" of words, concepts, and communication structures that English-speaking students use to inform their writing is not available as a resource. No real or imagined conversations offer a bank of words, phrases, and sentences for LEP students' writing in English. Hence, neither reading nor writing in English may be assumed to provide the same resources for learning to LEP students that it provides to others, and this may interfere with progress in core subjects.

Several studies indicate that LEP students progress more rapidly in all core subjects when taught in their primary language, and some evidence suggests that effective primary language instruction in early life produces overall cognitive advantages for bilingual children that are not experienced by comparable monolingual students. (Cummins, 1991, and Willig, 1985, offer comprehensive analyses of research on this issue.) Recent assessments of the evidence regarding the effectiveness of primary language instruction reveal trends that support claims of its superiority in helping LEP students achieve regular academic goals, including learning English (Meyer & Fienberg, 1992). Primary language use in early schooling promotes basic language development and creates a strong foundation that facilitates second language learning. (Among the compelling discussions of this topic are Cummins, 1991; Nieto, 1992; Olsen & Mullen, 1990; and Wong Fillmore & Meyer, 1992.) With respect to students' self-esteem and sense of belonging in school, when the languages of instruction include the students' own, the answer to the question "Is education intended for people like me?" must obviously be "yes." Because the social costs of school failure are so high for individuals and the community, and the dropout population of LEP students is so disproportionately high, strategies promoting LEP students' success must be supported. Primary language instruction is such a strategy, but acquiring the language skills that provide the necessary foundation for teaching in two languages adds to the requirements of professional preparation.

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When students of more than one language group study together, comprehension is promoted by multiple representations of content—pictures, demonstrations, experiences, and other methods that temporarily circumvent the differences in language. Talking more loudly or slowly or teaching for a longer time in an unfamiliar language does not make presentations more comprehensible. Using methods that reduce initial reliance on language to communicate content enables students to make sense of a lesson and to build a shared vocabulary based on it. Teachers must extend presentation modes to include more sensory experiences and different methods of communication. Second-language educators refer to these rich, multidimensional forms of communication as "comprehensible inputs" (Krashen, 1991). Teachers and others report that acquiring the skills to offer comprehensible inputs extends the period of professional development as well as the time and resources it takes to prepare lessons.

Even in ESL classes, however, encouraging the use of primary language to develop concepts and introduce related ideas remains important. When the lesson must be presented in English, bilingual teacher assistants and parent volunteers can make a powerful contribution to students' understanding. Circumstances may make it difficult to foster primary language maintenance at school, but the fact remains that proficiency in a non-English language is an asset to individual students, inasmuch as it strengthens their connections to their families and friends, and to the larger community, which recognizes bilingualism as a social and economic advantage (see Met, 1988). Teaching methods that rely on "comprehensible inputs" and nurture primary language development promote students' academic achievement while preserving their connections to the language, culture, and people that are part of their identity. These methods do not replace methods that are effective in mainstream classrooms; rather, they function as extensions of ordinary good practice.

Fourth, students must experience the classroom as a hospitable social environment (Nelson-LeGall, 1990). Their hard work in school is predicated on a positive and strong sense of identity and feelings of personal efficacy. Much of students' learning is mediated through interactions with peers and others whose explanations of content serve as a bridge between what students already know and what they want to learn. The effectiveness of students' efforts to learn is influenced by how well they use available resources. Their willingness and ability to use these resources depend on their confidence in applying themselves to learning tasks and initiating contact with others who can help, as well as on their conviction that people like them are expected to master such tasks. For LEP students, these aspects of efficacy may be at risk; factors in their environment may erode confidence and conviction. Others' inability to communicate in the students' primary language—or disapproval of such communications—may discourage students from asking questions that they can express only in their primary language; it may limit students' active engagement in learning.

Furthermore, where language minority communities are also disproportionately represented among the economically disadvantaged, a school environment implicitly portraying language minority status as problematic and speaking English as the only way to be "normal" may cause students to become alienated from their families (Wong Fillmore, 1991a, 1991b). They may refuse to speak their primary language—sometimes the only language parents know—and they may devalue their families' guidance on important life choices, including whether to apply themselves to schoolwork. Because members of language minority communities are twice as likely as English-speaking students to suffer the stresses of poverty and, because in some language groups, many are refugees traumatized by repeated dislocations, teachers' direct experience may not provide a good model of the features of language and culture that are sources of pride to the community itself, although such information is essential.

Socially, teachers' respect for the students' home is the basis for desirable collaboration between parents and teachers on the students' behalf. The customs and values that govern family life may not match those that govern behavior at school or in the larger community. For example, at home, rules of discourse and good manners may require silent attention to adult conversation, while at school assertive interaction with peers and teachers is expected. At home, taking personal responsibility for younger siblings may be the older child's duty, while at school students are expected to let teachers take care of problems. Doing homework independently may be the parents' definition of good student work habits, while engaging parents in assignments may be the teachers' goal. If teachers fail to interpret students' behavior appropriately, consequences may range from being unintentionally insulting to mistakenly placing students in remedial classes. Such consequences create a dilemma for students, who may feel obliged to choose between their family identity and the school's "ideal"—a choice that may leave them psychologically ill-prepared to succeed as adults (Wong-Fillmore, 1991).

In hospitable classrooms, students' distinctive attributes are treated as resources, and family differences are assumed to have merit, while shared academic work and goals generate a separate school culture that may not be the same as the culture at home (Nieto, 1992). Teachers of LEP students must have opportunities to learn about students' cultures and languages and to become proficient in adapting lessons and routines to make good use of children's cultural resources. In addition, teachers must be able to recognize the cultural origins of their own behavior and to respond reflectively to students who might be acting under the influence of an alternative, culturally based expectation. These demands add still another dimension to their professional training. However, acquiring simplified versions of general cultural or linguistic attributes that may or may not apply to a given student contributes more to the problem of ignorance than to its solution. One review of studies of the effects of multicultural training for teachers concluded that such activities often leave teachers with new misconceptions and biases (National Center for Research on Teacher Learning, 1992). Skillful cultural inquiry and analysis coupled with a well-informed disposition to use the results of such efforts to modify instruction make classrooms more hospitable for students; more flattering but still heedless assumptions about attributes, such as diligence and gregariousness, and their association with certain cultures add nothing to teachers' effectiveness.

To summarize, our interpretation of the existing research on effective educational practices and their special adaptations for LEP students and analyses of the issues that affect LEP students' academic success leads to the conclusion that they are best served by programs that:

- Provide substantively well-developed lessons in core subjects
- Engage them actively and productively in appropriately structured learning events
- Use comprehensible inputs to present lesson content, including strong support for developing primary language skills as an additional and valuable resource for learning
- Offer hospitable social environments that support and justify their feelings

of efficacy and confidence and respect their membership in diverse cultural subgroups

For such programs, adding solid proficiency in English at a pace consistent with satisfactory progress in core subjects while maintaining primary language proficiency is a key long-term goal, viewed as a high priority by educators and language minority parents alike.

This vision of instructional quality shapes the notions of effectiveness that guided this study's search for programs that cultivate the professional workforce serving language minority populations. All effective teachers stimulate learning by engaging students in hard work on academic tasks derived from the school's historic mission. Effective teachers for LEP students need special skills and knowledge to help students overcome the obstacles presented by an English-dominated educational system without losing their fluency in a second language. Expertise in this particular arena (as in others) can be cultivated at many points in a professional career.

Overview of Projects with Promising Practices

The pool of sites recommended by experts included many that build on sound research and produce excellent results. Because project and personnel resources often are concentrated in areas where the population of language minority students has been large for some time, such areas offered several options for study. To learn about both the projects and the contexts they create for each other, we visited clusters of projects in Southern California, Arizona, and Texas. In addition, site selections included a comprehensive districtwide project in Dade County, Florida, that affects thousands of teachers each year and a single school in Fresno, California, that concentrates on its own staff. Table 2 provides an overview of the sites, and Chapter 3 gives detailed portraits of each project. The design and focus of these projects indicated a shared vision of how public school teachers can best serve LEP students, bring them into full participation in mainstream civic activity, and preserve the resources provided by their families and close communities. Each project targeted a different segment of the professional development continuum, improving the instructional workforce by applying the principles derived from research and practice to its particular mission. Observations and interviews conducted during site visits and documentation collected by project staff members revealed how projects' policies and procedures reflect the influence of these principles and supported claims of projects' effectiveness.

Recruiting Teacher Candidates

Improving the quality of any sector of the workforce usually involves improving the size and quality of the applicant pool. Studies of the instructional workforce for LEP students (for example, American Association of Colleges for Teacher Education, 1989, and the California Department of Education, 1991b) have revealed several helpful strategies that can be used to improve the applicant pool for this kind of teaching, including targeting language minority populations, fostering young people's interest in teaching as a career, and providing financial and logistical support for enrollment in teacher education programs.

Table 2
Sites Visited for Study of Promising Practices in Professional Development[2]

Program Name	Type*	Target Student Language	Sponsoring Institutions	Primary Funding	Location
American Indian Language Development Institute (AILDI) & Southwest Memory Project	PE & CE	Native American languages	University of Arizona (UA) College of Education and American Indian Studies Program	UA; districts, tribes; Title VII, National Endowment for Humanities	Arizona
Balderas Elementary School	CE	Spanish Southeast Asian	Fresno U.S.D. & California State University (CSU), Fresno	Title I Fresno USD	Fresno, CA
Bilingual Educators' Career Advancement Program (BECA)	PE & CE	Spanish	CSU, San Bernardino	Title VII	San Bernardino, CA
Cooperative Learning in Bilingual Settings (Spanish/English CIRC)	CE	Spanish	University of Texas at El Paso & Johns Hopkins University (JHU)	JHU Research Center & Title VII	El Paso, TX
Teachers' Learning Community Center	R, PE, & CE	Spanish	University of Texas at El Paso (UTEP)	TX Education Agency & Exxon Foundation	El Paso, TX & Juarez, Mex
Descubriendo La Lectura (DLL) (Spanish Reading Recovery)	CE	Spanish Native American	Title I, Tucson U.S.D. & UA College of Education	Title I, TUSD & other districts	Tucson, AZ
Educational Leadership in Bilingual Education (ELBE)	PE & CE	Spanish	University of Texas at San Antonio (UTSA)	Title VII UTSA	San Antonio, TX
ESOL Inservice Project	CE	23 languages	Dade County Public Schools	District	Miami, FL
Fontana Unified School District Career Ladder Program	R & PE	Spanish	Fontana U.S.D.	District & State EIA-LEP Programs	Fontana, CA
Funds of Knowledge for Teaching	CE	Spanish Native American	UA Bureau of Applied Research in Anthropology; College of Education	Kellogg Foundation	Tucson, AZ
Latino Teacher Project (LTP) University of Southern California (USC)	R & PE	Spanish	Los Angeles USD; USC; CSU, Dominguez Hills; & CSU, LA	Ford Foundation	Los Angeles, CA
Project *Adelante*	R & PE	Spanish	Kean College of New Jersey	NJ Department of Higher Education	Union, NJ
Project INTERACT	CE	20 languages	Southeast Missouri State University	Title VII	Cape Girardeau, MO

*R = Recruitment, PE = Preservice Education, CE = Continuing Education

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[2] This information accurate as of June 1994

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Targeting Language Minority Populations

Many states target language minority populations for recruiting bilingual teachers, especially for languages that are difficult for English speakers to learn. This practice generates at least two benefits. First, language minorities are underrepresented in the teacher workforce and in the college-bound population in general. The limitations of educational opportunities for students who are poor—a significant proportion of language minority children—combined with the difficulty of learning from instruction offered in English, provide scant support for the academic attainment required to go on to higher education (National Council of La Raza, 1991). LEP students have one of the highest dropout rates in the country (National Education Goals Panel, 1992). Offering an attractive and manageable career track to potential teacher candidates from language minority groups—adding resources while holding standards constant—is one way to address early inequities in educational opportunity. (See reports by AACTE, 1989, and the National Forum, 1990.) Second, when language minority teachers are from the same culture as their students, they may make the school experience less alienating and connect it to the students' cultural experience. Programs preparing teachers for language minority students welcome bilingual native English speakers, but, in the United States, bilingualism is a relatively rare competence except among language minorities. Targeting language minority communities for recruiting new teachers capitalizes on a rich vein of language resources.

The **Latino Teacher Project (LTP)** in Los Angeles focuses recruiting efforts on bilingual teaching assistants (TAs) employed in schools in South Central Los Angeles to meet the increasing need for a stable, bilingual workforce in that neighborhood. One administrator reported that South Central has the highest concentration of language minority students in the country, indicating the presence of a significant population of language minority adults. Project developers advertised openings in this region, and they were rewarded with a flood of applications. Because many applicants were already known by school system personnel, project staff received reliable references from several sources. Project staff choose very promising candidates and keep them on track through graduation and certification. One TA with deep roots in South Central commented, "TAs provide role models for kids because they live in the community." A colleague added, "I talk to my brothers and nieces about going to school. This project is a stepping stone for the whole family."

Fontana Unified School District (USD) and surrounding districts make Career Ladder programs part of their comprehensive plans for bilingual education. They target bilingual employees who want to become certified teachers and involve them in teaching while they study. The **Bilingual Educators' Career Advancement (BECA)** project at California State University, San Bernardino, serves primarily Hispanic paraprofessionals from nearby school districts—including Fontana—in programs designed to expedite their progress toward earning a bilingual teaching credential. District and postsecondary bilingual program staff maintain a close network that ensures prompt identification of potential bilingual participants and enthusiastic support for their teacher candidacy.

The **American Indian Language Development Institute (AILDI)** at the

University of Arizona was originated by and for bilingual Native American teachers and aides whose goal was to improve literacy in Native languages and teach English as a Second Language in schools serving Native American communities. The project founders contracted with experts to provide Native speakers with the tools to record their languages in writing, some for the first time. Tribal educators have continued to use AILDI to develop Native language literature and curriculum materials. For many participants, a keen interest in preserving Native languages was the principal motivation for enrolling in AILDI summer after summer. College credits earned at AILDI form the core of their college experience, and they have used AILDI as the springboard to full-time college attendance and graduation. (AILDI still predominantly attracts and serves Native American language speakers, but now about 10 percent of its participants are non-Natives who serve in Native American schools.)

The **Educational Leadership in Bilingual Education (ELBE)** project at the University of Texas at San Antonio draws language minority applicants from every level of professional aspiration. Bilingual college sophomores, juniors, and seniors participate in formal and informal educational experiences that cultivate the language skills needed to conduct professional activities in English and Spanish. Masters students and administrators also use bilingual proficiency in program activities. ELBE's positive influence begins with the participants themselves, according to one informant: "I started out a different person. This program taught me to be proud. It gave me a cultural identity. Now I use Spanish all the time . . . and involve parents to help me make choices." ELBE helps participants develop and use high levels of proficiency in both English and Spanish to become better teachers.

Encouraging Teaching as a Career Choice

Programs that cultivate the college ambitions of language minority students as early as middle school can support the necessary levels of early educational attainment and underscore the desirability of the education professions as a career choice. When they highlight the accomplishments of language minority educators and community leaders and offer opportunities to meet and work with new role models, early-contact programs provide a tempting alternative to less productive options that present themselves in high school. In addition, college scholarships and loan forgiveness programs for students in bilingual or ESL preservice education programs attract and hold eligible students (American Association of Colleges for Teacher Education, 1989).

Project *Adelante* at Kean College of New Jersey reaches into middle and high schools to encourage Hispanic students to graduate. Participants in grades 6 through 12 attend enrichment classes at Kean on Saturdays during the school year and five days a week during the five-week summer session. Class sessions last two hours to permit fuller development of learning activities. Ten certified teachers, 15 college students enrolled in professional education courses, and 15 high school tutors, all of whom are bilingual, use both Spanish and English during classes based on thematic units in core subjects. For the college students, the sessions provide field experiences tied to their professional training. The high school tutors, who must have good grades and proficiency in English and Spanish, take a three-credit college course

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on instructional methods and work with younger students throughout the year. Each tutor consults with a teacher-mentor while working with peers to plan and teach lessons. Students are paid for their work as tutors.

The **Fontana Future Bilingual Teachers of America (FFBTA)** program offers an afternoon course designed to help high school students fluent in minority languages learn about the goals and methods of bilingual and ESL instruction. Students who complete the course successfully are eligible for summer and school-year jobs as teaching assistants and tutors in the district's bilingual or ESL classrooms. Although they do not make a commitment beyond their immediate assignment, program participants are one source of candidates for Fontana's Career Ladder program, which supports bilingual aides during their preservice education.

The coordinator of the **Teacher Learning Community Center (TLCC)** at the University of Texas at El Paso (UTEP) traveled to high schools within a 50-mile radius of the campus to identify promising bilingual students. He organized workshops at UTEP for prospective teacher candidates and their parents and arranged presentations on topics such as admissions policies, financial aid, and the advantages of a career in bilingual education. The Center's services included transportation to and from the UTEP campus for students and families participating in its events. Prominent Hispanic community members and others—including UTEP's president—addressed parents and students separately and together, promoting college attendance in general and bilingual education in particular. One student planning to enroll at UTEP in the coming year commented that TLCC events clarified the application process and made college more attainable. Others said that they were motivated in part by TLCC presentations about the severity of the problem of Hispanic dropout rates and its implications for their families and communities. They decided to become teachers who could help their people succeed in school and experience the value of education's contribution to their lives.

Using Multiple Resources to Support Successful Participation

Many programs use existing employment and training opportunities in combination with a variety of funding sources to select and support candidates. For example, districts address shortages of certified personnel fluent in minority languages by hiring teaching assistants from language minority communities. Because their bilingual competence makes such assistants especially attractive, districts find it productive to facilitate their further education. The training required to improve their competence as assistants often can be arranged as part of a longer-term certification process, including earning a bachelor's degree and/or completing endorsement requirements. (See American Association for Colleges of Teacher Education, 1989; California Department of Education, 1991a; National Forum, 1990.) One middle school principal in the study reported the benefits of his district's recruitment program enthusiastically: "It gives us a chance to resolve the shortage by choosing someone we know will be good to get credentialed." A project participant added, "My friends try to work in this district so they can get in the program."

Economically disadvantaged students may be discouraged from college attendance by the costs of everything from tuition and books to transportation and childcare. Even modest support for college costs may make a big difference in their ability to persist in college. Virtually all the projects visited for this study provide educational experiences at no cost to participants for tuition or fees. Almost all are supported directly by local, state, federal, or foundation funds. Even in projects supported by tuition, many participants are reimbursed by their school districts or by special funds. Project developers and participants agree that for many earning certification or endorsement, the costs associated with enrollment would have precluded their participation had they not been underwritten by outside sources.

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The **Career Ladder Program in Fontana (CA) USD** reimburses participants—bilingual paraprofessionals and other eligible district employees—for all expenses related to preservice education: tuition at the community college or university, textbook and school supply costs, and parking and other miscellaneous fees. Participants in turn sign a contract agreeing to teach in the district (at regular salary) one year for every year of support they receive for college. The **Bilingual Educators' Career Advancement** project at CSU, San Bernardino, uses a Title VII grant to fund other program participants from Fontana and nearby districts.

The **Latino Teacher Project** provides participants with two $500 stipends a year to cover costs related to college enrollment—for example, books and supplies, transportation, and childcare. In addition, members of the project's governing board who are employed by the three universities associated with the project make sure that each eligible participant receives financial aid from other sources whenever possible. For instance, the University of Southern California has worked with its Mexican-American Alumni Association to set up a special scholarship fund for LTP participants, and the two campuses of California State University provide support from state and federal funds—including Title VII—allocated for that purpose.

The four programs in the **Educational Leadership in Bilingual Education** project cover tuition and fees for all participants and provide a special stipend for undergraduates to help with school-related expenses. **Project INTERACT**, in Missouri, also covers tuition for participants. Many continuing education projects distinguish between the costs for education and the costs for credit. **Balderas Elementary School** in Fresno, California, for example, uses categorical funds to pay for the educational services provided to all faculty by CSU, Fresno, but teachers who want to receive graduate credit for their work must pay for it themselves (and, ordinarily, complete additional assignments).

Many projects provide opportunities for participants to earn money for project-related work. The teachers involved in **Project *Adelante*** and in the research components of **Funds of Knowledge for Teaching** receive an hourly wage for time spent in training and developing curriculum materials. The **Southwest Memory Project** sponsored by the University of Arizona also pays a stipend for participation. Participants who are tutors in **Fontana**'s Future Teachers group, **Project Adelante**, and the **Latino Teacher Project** earn at least the minimum wage for their work.

Whether newly recruited teacher candidates become effective teachers depends on the quality of their professional preparation program. These programs are the subject of the next section.

Preparing New Teachers

Once candidates have made a commitment to become bilingual educators, their progress toward professional competence depends on the adequacy of their preparation program. According to research on learning to teach and recommendations of professional groups, several program features may be critically important. (See, for example, discussions by Genzuk & Hentschke, 1992; NABE, 1992; the National Board for Professional Teaching Standards, 1991.) Some of these features deal with logistics, others with the foundations of learning, and others with the content of professional education.

Helping Teacher Candidates Overcome Obstacles to Continued Enrollment

Although re-entry of nontraditional (i.e., adult) learners has been raising the age of the average college student in all areas of study in recent years, many adults find it daunting to accommodate the multiple demands of work, family, and studies. It is therefore not surprising that districts with degree programs for language minority assistants, who cope with schooling presented in a highly formal version of their second language and who often are the first in their families to attend college, report mixed success. In addition to their regular work, bilingual professionals and paraprofessionals are often recruited for parent outreach or service integration activities—and they feel compelled by a sense of community responsibility to accept. On top of heavy work demands, they face teacher education programs with newly raised standards and increased field work requirements. One weary aide commented, "There has to be a balance, and it takes a long time to find. . . . Last night I was up until three in the morning finishing all I had to do." Analysis of program problems suggests that stabilizing wages and benefits and coordinating arrangements among schools, districts, and institutions of higher education can promote retention and completion of assistants in programs (California Department of Education, 1991a).

When one project planning team was trying to discover what their recruitment design should include, it surveyed schools whose aides had unusually high rates of professional education program completion. According to the director, "We found that those schools offer more informal support—lots of it!" Districts in Arizona, California, and Texas—to name three—have launched successful projects using a broad spectrum of support strategies to recruit and retain teacher candidates among bilingual aides. Reducing unnecessary role conflicts, coordinating work and course schedules, and dovetailing resources can make an enormous contribution to their success.

Participants in the **Latino Teacher Project (LTP)**—who are also teaching assistants in Los Angeles public schools—are surrounded by supporters whose supervisory responsibilities are well coordinated. Unions, service agencies, universities, and other organizations that often battle over educational issues "leave their swords at the door"—as one advisor put it—when they work together on the project. As a result, participants can focus on the important work of weaving their employment experiences and coursework into a sturdy professional fabric. Despite the complications and competing priorities that afflict the Los Angeles school system—like most other urban systems—representatives of agencies on LTP's governing board insulate participants from the worst of the confusion. School district and teachers' union administrators work together to restrict the impact of reassignments arising from budget cuts, program redesign, and related terms of negotiated agreements. College representatives divide their responsibilities for support services—one providing a writing workshop, another offering test preparation for all interested candidates—according to their available resources and the interests of participants. As each new college term approaches, participants benefit from advisors who steer them toward the best schedule of classes in light of their needs. Because the shortage of slots in required classes at CSU campuses hindered their progress, participants receive priority status on both campuses. The same advisors review participants' progress early in the term to make sure they are on track and to prescribe LTP-funded tutoring if indicated. One successful participant said, "It's not the money—it's the support group that . . . helped me succeed." Another referred to the LTP advisory board as "a family of helpers."

Fontana's Career Ladder Program provides similar support for its participants. A grateful teacher candidate reported that the program opens ". . . all the doors for us. We go to the university, sign up for classes, and pay nothing. We go to the bookstore and don't wait in line. We just pick up our books and sign for them." Staff from **BECA** at CSU, San Bernardino, provide career counseling, course advising, and individual student support. At monthly meetings of Career Ladder participants, supervisory staff and participants share information and arrange for new resources and support. As testing dates approach, candidates receive assistance in registering for and preparing to take the tests. Participants' working hours are arranged around college coursework. District, community college, university, and school personnel work closely together to help Career Ladder candidates succeed.

Because many teacher candidates enrolled in these projects are the first in their families to attend college and because the demands of school—or, for many, school and work combined—greatly restrict their ability to function at home the way they did before enrollment, many projects include components that specifically cultivate family support. The **Latino Teacher Project**, the **Educational Leadership in Bilingual Education** program for undergraduates, and **Project *Adelante*** are among those that regularly invite families to special events. At these events project leaders may explain some aspect of project activity, a prominent guest speaker may elaborate on a project-related issue, or participants may be honored for their outstanding performance. The formal program is only part of these events, however; social functions, supplemented by food or entertainment, help families visit college campuses and meet with project staff. Participants report that those who now shoulder the childcare, housework, or other family responsibilities that used to be theirs are often won over to the professional agenda by such activities. One young teacher candidate with two preschool children reported, "My family used to mind that I was gone so much, but they help me with everything now. They feel my education will belong to all of them, and when I graduate, it will be their degree, too." In two projects, these family events have attracted the enrollment of additional family members. The **Latino Teacher Project** now enrolls several married couples, and the **Teacher Learning Community** enrolls several pairs of parents and their adult offspring.

Providing Academic Enrichment and/or Remediation

Like specialists in other fields, members of the National Association for Bilingual Education (NABE) and the Teachers of English for Speakers of Other Languages (TESOL) have developed standards for preservice education programs for candidates who aim to work with LEP students. These standards build on general program standards, such as those advocated by the National Board for Professional Teaching Standards and the National Council for Accreditation in Teacher Education, adding requirements related to their special work. Language minority students may enter the professional pipeline suffering the ill effects of poor early educational opportunities. For example, Hispanics, the largest language minority group, have the lowest educational attainment of any group in the country, and like many minorities are overrepresented on the poverty rolls and underrepresented in early childhood programs (National Council of La Raza, 1991). NABE (1992) calls for academic remediation and enrichment so candidates can meet reasonable admission standards. NABE's standards require program personnel to be familiar with the particular obstacles to success faced by language minority students and to provide candidates with ongoing assessments at designated checkpoints to ensure timely identification and resolution of problems. Some candidates need help to meet program admission expectations, pass tests in their second language, or maintain steady progress. Offering extra tutoring, workshops, and other experiences that build competence facilitates later success while supporting appropriate standards for professional performance.

Many bilingual teacher candidates find it difficult to pass the qualifying examinations in English and Spanish language proficiency for a variety of reasons. The **Fontana Career Ladder Program**, **BECA**, and the **Latino Teacher Project** provide routine assistance with preparation for teacher certification exams. LTP offers special workshops and followup tutorials in math, reading, computer literacy, and English writing, which is particularly problematic for some. **Project *Adelante*** provides middle- and high-school-age participants with academic assistance, counseling, and peer support for succeeding in school and graduating with the skills and disposition to complete college. All express concern about whether current gateway assessments give language minority candidates a fair chance to demonstrate their actual levels of proficiency, but as a practical, short-term strategy, project personnel have directed some part of their efforts to helping candidates pass the tests as they are currently written. These test preparation activities focus both on raising skill and knowledge levels to acceptable professional standards and on boosting test-taking skills.

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Promoting Attainment of High Standards of Skill and Knowledge in Content Areas and Pedagogy

In line with new conceptions of K-12 schooling, educators have invested in new designs for teacher education that ensure adequate expertise in the disciplines that candidates will teach, in the developmental characteristics that affect students' learning, and in the knowledge and skills of pedagogy. The National Board for Professional Teaching Standards (1991) characterizes highly effective professional teachers as those who demonstrate: (1) commitment to students and their learning; (2) mastery of the subjects they teach and the best methods of teaching them; (3) skill in managing and monitoring student learning; (4) ability to reflect systematically on their practice and to learn from experience; and (5) active participation in professional learning communities. Effective teacher preparation programs promote this complex vision of professional life and help candidates move towards competence with respect to those dimensions. To meet the demands of new K-12 curricula, teachers must learn more than ever before about the core disciplines to provide the basis for good lessons (see Kennedy, 1991).

A hallmark of alumni of **American Indian Language Development Institute (AILDI)** is their predilection for launching into highly technical and insightful discussions about language acquisition, language planning, linguistics, and bilingual and ESL teaching. Regardless of their levels of formal educational attainment or professional status, they display a keen grasp of concepts related to the courses taken at AILDI and applications to their work with Native American students. The AILDI faculty includes full professors and visiting scholars, and all applicants may and do enroll in any courses that interest them through an open admissions policy that accepts all comers. Participants report working hard during the four-week summer sessions, earning up to six university credits for courses that meet three hours in the morning and three hours in the afternoon five days a week. They stay late on campus to hear the presentations of guest lecturers and then return to their dorm rooms or temporary lodgings to finish homework before the next day's classes. Despite good-humored, *pro forma* complaints about the workload, many return summer after summer, finding ingenious ways to accommodate family responsibilities and fund the experience.

Students in all four programs of UTSA's **Educational Leadership in Bilingual Education** project work overtime to extend their mastery of content and pedagogy beyond minimal certification requirements to actual competence with respect to their career stage. Preservice candidates must make several seminar presentations every year on topics related to their education, as well as engage in self-selected outside activities that expand their knowledge and experience of community cultural events. Upperclass students must take an advanced methods course taught entirely in Spanish. Project admission is controlled by high standards, and project leaders have sometimes left slots unfilled rather than accept applicants with mediocre credentials. The university has developed a special interdisciplinary major that is the foundation of teacher education programs to ensure both broad and deep study of core subjects.

Promoting Attainment of High Standards of First and Second Language Proficiency

Facility in using standard language forms is essential for communicating clearly in the wider society, in English and in other languages. Teachers must be able to model how to speak, write, and read appropriately in any language targeted for student proficiency (Collier, 1985). Prospective bilingual teachers must complete advanced coursework in two languages of instruction and demonstrate high levels of proficiency in both, a requirement also often made of ESL teachers, to ensure their familiarity with issues of second-language acquisition and to expand their language repertoire. In some states where the large size and wide dispersion of the LEP population make it inevitable that most teachers will be called upon to show competence in meeting the needs of LEP students, preservice education programs for all prospective teachers are adding coursework in language development and second-language acquisition. Experienced teachers facing this particular challenge for the first time may learn the principles of language development as well as other content that helps them adjust their practice in continuing education programs (Collier, 1985; Milk, Mercado, & Sapiens, 1992).

Ambitious projects set two types of goals for bilingual proficiency. First, they expect teacher candidates to be conversant with the special terms and language structures in both languages of instruction associated with the subjects they will teach. Second, they expect teacher candidates to be able to communicate with peers about technical aspects of pedagogy in both languages of instruction. Project developers use a variety of strategies to achieve these goals, and to raise participants' awareness of the vast difference between being able to carry on a highly contextualized informal conversation with a child or family member and being able to function as a competent professional.

Fontana's Career Ladder Program requires applicants to demonstrate proficiency in Spanish or to enroll in college-level Spanish classes until they can pass the proficiency test at a high level—which they must do by the end of their third year in the program to be allowed to continue. As part of its bilingual program, the district itself offers formal and informal Spanish language instruction at the introductory, intermediate, and advanced levels for all district employees. The High Intensity Language Training course offered in two three-week summer sessions is modeled on residential language experiences popular in Mexico. For about four hours in the morning, participants attend classes with a participant/teacher ratio of six to one and a focus on highly interactive conversation. Then they adjourn for lunch, each participant reporting to a family whose primary language is Spanish for a two-hour "practicum." The families receive a stipend for providing these lunchtime sessions, during which they serve a meal, and extended family members, including children, engage the participants in further conversation. Teachers find this a pleasant and very productive way to learn both language and culture.

In **Educational Leadership in Bilingual Education**, students must take courses and pass tests that demonstrate both oral and written proficiency in English and Spanish. They attend and organize events conducted in one language or the other. They study the social and cultural aspects of language use. Their mentors coach them in appropriate use of each language in the context of their professional work, and they become confident models of effective bilingualism. **Latino Teacher Project** candidates enrolled in any of the three participating universities take some of their content and methods courses in Spanish to ensure that they can communicate fluently using appropriate technical language.

Extending and Monitoring Field Experiences to Strengthen Theory and Practice

Opportunities for clinical practice supported by high-quality, focused supervision improve all aspects of teacher candidates' performance, according to a recent review of research on field experiences (Darling-Hammond, 1991). Early practice can be substantially improved by preservice and induction-year internships that help teacher candidates identify the conceptual lessons of practice, learn how to apply sound professional principles, and resist the normal developmental tendency to respond to early failure by adopting ineffective, authoritarian methods. Novices eager to be in charge of their own classes press for practical, how-to-do-it advice, but they are not well served by programs that give in to this pressure and focus too narrowly on technique. Reflecting on her own experience, one project participant stated emphatically, "Exposure to research is key. [In my case,] it dispelled misconceptions about language acquisition and learning." Such misconceptions may limit what candidates can learn from experience and thus limit their initial competence.

Exemplary preservice education programs for prospective teachers of LEP students usually feature extended field experiences, often situated in schools that serve as professional development centers, supplemented by seminars that emphasize the issues of language acquisition that influence teaching. Because teaching language minority students presents a special set of circumstances, candidates may need additional field experience to learn the expanded repertoire on which they will depend. These experiences should provide models of good practice for candidates to emulate, and supervision should address the conceptual as well as the practical lessons.

The **Latino Teacher Project (LTP)** initially targeted the area of South Central Los Angeles that has the highest concentration of LEP students in the country and recruited bilingual teaching assistants who lived and worked in the community, hoping to develop a stable workforce. Project leaders take several measures to ensure continuity between participants' work experience as TAs and their teacher education classes. First, they cluster participants in schools where skilled bilingual teachers and a supportive principal provide strong instructional guidance. Then, they train teams of mentor teachers and administrators in the strategies to use with the TAs. The TAs join in the training to further develop shared language and expectations. Mentors receive a small stipend, release time to attend conferences, and access to an e-mail network, along with adjunct faculty status at the University of Southern California, which entitles them to the campus facilities and services that regular faculty enjoy. Mentors are closely monitored, and those who do not meet expectations of the principal and the university faculty member assigned to the site are replaced with more appropriate teachers. Although the educational bureaucracies involved in LTP appear too large to ensure an integrated experience as a matter of formal policy, the individuals involved in LTP oversee the details of individual cases whenever they can. As a result, every participant has as coherent a professional preparation program as possible; none have dropped out, despite confronting very complex demands, and those who have finished their coursework have accepted teaching positions in the schools that trained them.

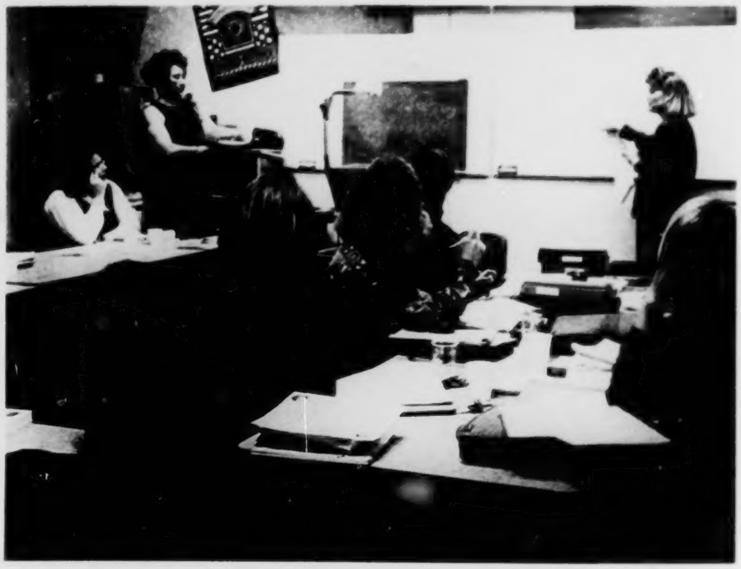
Participants in **ELBE**'s undergraduate program work as much as possible in the classrooms of ELBE's masters candidates and the schools of the ELBE administrative cohort in San Antonio. Professional development at all levels focuses on six factors that promote bilingual program effectiveness: (1) a diverse repertoire of active teaching strategies, (2) high expectations for academic success, (3) use of both English and the primary language, (4) content-based second language instruction, (5) use of students' culture to mediate learning, and (6) use of research and reflection to improve teaching practice. The undergraduates' field assignments are more extensive and diverse than are those of the regular education majors, and their programs require additional extracurricular professional work, such as attending cultural events and conducting seminars.

In **Project *Adelante***, bilingual college students enrolled in the teacher education program spend Saturdays and summers practicing their pedagogical and language skills. Their mentors, who teach the courses for younger students, model the use of English and Spanish to promote young students' mastery of both content and language. The novice teachers learn how to tap students' language resources by observing how the mentors apply principles of language acquisition and then applying those principles themselves.

Cultivating a Professional Attitude toward Career Development

The ways that candidates learn about teaching must prepare them for lifelong learning. As the role of teacher expands to encompass more responsibilities and expectations of schooling, including high achievement for all students, continuous professional improvement will be an essential part of teachers' work lives. Furthermore, the fluid, on-the-spot instructional decision-making and peer leadership expected in restructured schools requires sophisticated pedagogical training (see Little, 1992). Sound preparation programs lay strong foundations for high-quality professional practice. Good programs do not teach only the relevant body of professional knowledge; they also teach the rules of knowledge development and the critical evaluation strategies that help professionals recognize and use new knowledge effectively (Milk, Mercado, & Sapiens, 1992).

The **Latino Teacher Project** involves participants in a full range of professional activities from the very beginning. In addition to working in schools three hours a day and taking at least nine quarter hours or 12 semester hours each term, they attend workshops, seminars, and special events during evenings and weekends. Some of these experiences are geared toward beginners—to boost basic skills or improve Spanish literacy, for example. However, many are enrichment activities to which their mentor teachers and principals are also invited, where prominent guest lecturers address issues of general professional interest. Participants attend local and regional professional conferences, sometimes as presenters, which, in the words of one candidate, "gives us the feel of the profession." The extent of commitment



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expected of them is matched by the commitment modeled by project leaders, who organize, attend, and/or make presentations at the same events.

Hispanic students recruited through the outreach activities of the **Teacher Learning Community Center** at the University of Texas, El Paso, soon find that they are part of an extended family of education professionals from the greater El Paso and Juarez areas. They share the Center's resources with senior colleagues and often attend the same professional meetings and special events. Their experiences at the Center show them a view of professional life that makes clear the expectations of continuing education and commitment to excellence.

ELBE participants at every level attend city, state, and regional conferences and professional events. They make regular presentations to peers. Although faculty provide a community of support to help them overcome obstacles to their success in the program—many, for example, are parents with other responsibilities—they are expected to use that support to achieve high standards of professionalism.

Continuing Professional Education

Continuing education programs—including school- and district-based learning, college courses, and other experiences—help regularly certified teachers acquire the skills they need to serve LEP students. A program of research at the Center for Research on the Context of Secondary School Teaching (McLaughlin & Talbert, 1993) found that, in general, teachers' professional communities have a profound influence on their standards, their practice, and their ability to adapt effectively to new challenges. The evidence suggests that effective instruction for LEP students features heavy use of minority languages to maintain students' progress in overall language development, promote mastery of core subjects, and create a strong and broad foundation for learning English (Garcia, 1990; GAO, 1987; Lessow-Hurley, 1991; Nieto, 1992; Ramirez et al., 1990). However, even in states committed to using minority languages as much as possible, the increase in the LEP population's size and diversity and the limited number of qualified bilingual teachers preclude implementing bilingual programs for all LEP students. Because of these and other factors, districts choose a variety of approaches to serve LEP students, and each approach depends to some extent on different teacher competencies. In addition to the areas of professional strength required of all teachers, five special types of expertise are frequently cited in portrayals of effective teachers of LEP students (see, for example, Milk, Mercado, & Sapiens, 1992; National Clearinghouse for Bilingual Education, 1985): (1) using "comprehensible inputs"—content presentation methods that take into account students' language and experience; (2) eliciting students' use of target language; (3) taking advantage of students' language resources; (4) infusing language development into content instruction; and (5) reflecting critically on professional practice.

Building Teachers' Capacity to Provide "Comprehensible Inputs"

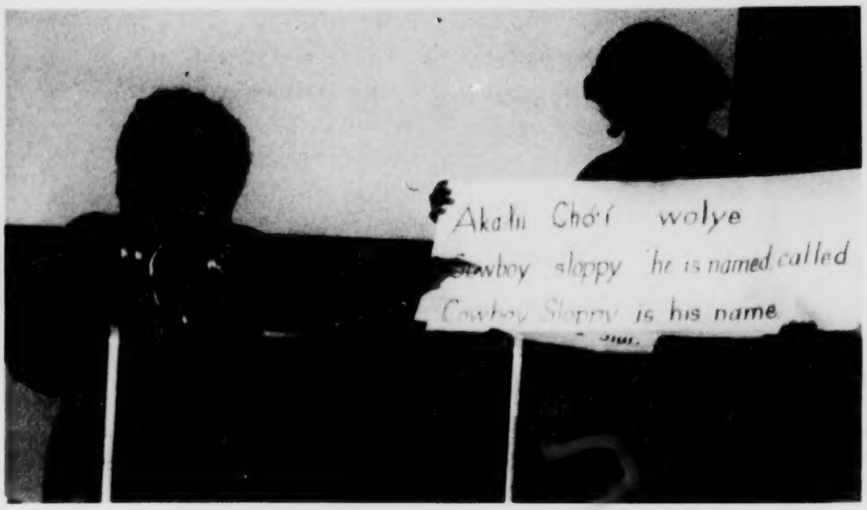
When students do not understand the language of instruction, teachers facilitate students' comprehension by using many strategies to present the content of a lesson.

Pictures, demonstrations, field trips, and other experiential learning models promote concept development and skill mastery, which then also provide a foundation for language learning (Krashen, 1991). Teachers know what is familiar to students and help them understand what is unfamiliar. Their knowledge of students' cultures opens avenues for communication and analysis.

AILDI offers courses in American Indian linguistics, bilingual-bicultural education, and language- and culture-based curriculum development. Courses emphasize interactive teaching strategies that build on students' prior knowledge and promote bilingual literacy and critical thinking. One school-based project that grew out of AILDI has created a library of materials in Hualapai, a newly written language, and developed computer hypercard programs to supplement Hualapai literacy development. Another spin-off activity resulted in the development of curriculum units about Yaqui history that will enrich middle school social studies classes in the Tucson area. In the related **Southwest Memory Project**, participants studied Arizona's Native peoples—their histories and oral and written traditions—and developed an anthology of materials to support instruction. Such activities promote more widespread understanding of differences in communities' ways of knowing, which, teachers report, helps them better assess students' entering knowledge and skill when framing lessons. For example, familiarity with a tribe's animal mythology can suggest story-telling or art projects tied to concept development and vocabulary extension.

Descubriendo La Lectura (DLL) provides already proficient bilingual teachers with the knowledge and skills needed to be superior teachers and Teacher Leaders in school-based Reading Recovery programs for Spanish-speaking students. *DLL*, like its English counterpart, focuses on teachers' close observation of students' reading behaviors, accurate descriptions of students' strengths, and productive instruction in more successful reading strategies in daily, one-to-one tutorials. The language of instruction is Spanish. For Teacher Leaders, the first year of training includes attending six hours of coursework and one reading laboratory session each week, and conducting individual tutorials with four students every day under the supervision of highly trained mentors. The goal of this apprenticeship is to provide Teacher Leaders with thorough grounding in the factors that influence learning to read and to leave them with well-practiced skill in applying sound principles to their instruction. *DLL* training enables teachers to make insightful assessments of students' work and to provide support that teaches the skills used by proficient readers. Even experienced and successful teachers find the training transformative. Said one, "I'm in a different world! After 14 years of teaching, I'm finally able to see the child for who he is." Many teachers report that their new skill in observation and analysis improves teaching in other subjects, too.

In the **Funds of Knowledge for Teaching** project, participants learn how to be effective learners about their students' culture and family life and how to use that knowledge to make lessons more meaningful. Participants learn how to conduct ethnographic interviews with family representatives. The teachers choose the families of a few students and ask their cooperation in the process. Parents welcome the teachers' interest and respond openly to questions about the family's structure; the labor history of its members; regular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Cowboy sloppy he is named called
Cowboy Sloppy is his name

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activities and chores; language use; and parents' ideas with respect to education, economics, religion, parenting, ethnic identity, and the like. Teachers use the methods and constructs of ethnography to guide inquiry, and this, combined with their honored status as teacher of the family's children, generates information sharing that makes both the teacher and the parent more aware of the family's resources. This information provides the foundation for future lessons, applications of academic skill, and collaborations with parents in new activities of benefit to the students.

Staff members at **Balderas Elementary School** also conduct family interviews as part of a broader effort to learn about students' cultures. Graduate courses developed especially for Balderas' staff provide a cultural overview of the recent immigrant families' countries of origin. In addition, the courses use science and social studies activities as the basis for developing knowledge in content and language. Teachers learn to engage students in observing demonstrations, generating hypotheses, conducting experiments, discussing findings, and writing or drawing reports.

Teachers develop multidimensional presentations and experiences using videotapes, computers, kits, and literature, supported by primary language aides and peer tutoring to ensure that students understood lesson content. Up to the second grade, teachers offer reading and language arts instruction only as part of content-based lessons. After that, they use few textbooks of any kind and weave literacy lessons into every subject.

Project INTERACT participants also develop instructional units that use whole-language approaches and cooperative learning strategies to teach content units in math and science appropriate for LEP students in the grades they are teaching.

Building Teachers' Capacity to Elicit Students' Active, Confident Use of Target Language

Because language production normally lags behind comprehension, teachers will find it difficult to assess students' mastery of content unless students begin to use the language of instruction. Framing lessons that stimulate conversations among second-language learners will pose new challenges for teachers (see Terrell, 1991). Successful teachers promote active use of language, involving students extensively in language production and responding to the content of students' communications rather than to the form. In their classes, as early and as often as possible, students use, manipulate, and explore the content of lessons, apply the content to new situations, and develop associated vocabulary. (Extended discussions of related research appear in National Clearinghouse for Bilingual Education, 1985.)

In an effort to provide better support for LEP students who are not enrolled in bilingual programs, the **Dade County, Florida**, school district requires every teacher with LEP students to take courses in ESL strategies. The training program provides teachers with a variety of tools to expand their repertoires. Two of the project's core courses introduce new methods and materials that engage students in activities based on shared experiences and demonstrate how to adapt regular methods and materials to promote LEP students' success. Course materials include, for example, practice in multiple presentations of content through role playing, games, music, group drill, and visual aids. The curriculum course helps teachers learn to adapt a variety of materials to accommodate LEP students' needs. The courses also use simulations and role-plays to help teachers understand how it feels to encounter lessons taught in an unfamiliar language. As a result of this concerted effort, one district leader commented, "Teachers are no longer afraid to deviate from the textbook. They use other approaches if it's appropriate for the LEP kids. More teachers use peer tutoring, visual aids, and charts now." Broadening the dimensions of accountability and offering alternatives to traditional methods have given teachers more opportunity to promote student success.

Balderas teachers form classes of students from several primary language groups and use strategies that encourage students to communicate in English. For example, after a general presentation in English on a social studies unit, during which students in same-language study groups have opportunities to elaborate ideas and coach peers on the main ideas, students work in multilingual cooperative learning teams. They apply new learning to a set of exercises or activities that engages them in conversation and analysis conducted in English. In one extended unit, a sixth-grade class developed a defining framework for the story of "Cinderella" after reading versions developed by different cultures. Their culminating activity was to work in same-language groups and devise a new English version of the story that clothed the framework with details from the group's shared culture.

Through **Funds of Knowledge (FKT)** activities, teachers become acquainted with aspects of student community life that provide stimulating themes for academic work. For example, one teacher discovered that a student who frequently visited relatives in Mexico brought back a favorite Mexican candy to sell to classmates who could not buy it locally. Conversations with the student and family led to the development of an interdisciplinary unit on candy making and marketing that engaged students in lively discussions about nutrition, economics, and cooking and provided opportunities for new learning in writing, computing, and representing information in graphs. FKT raises teachers' awareness of the many dimensions of students' lives and, as one said, "It changes how you talk about a child."

In two projects based on the **Cooperative Integrated Reading and Composition (CIRC)** program originated by researchers at Johns Hopkins University, teachers in El Paso and Ysleta, Texas, promote proficiency in both English and Spanish. Teachers learn how to use intensive language development activities as part of the CIRC "story cycle," which typically includes introducing the story's context, reviewing new or interesting vocabulary, reading aloud by the teacher or student partners, discussing some questions about the story in cooperative learning groups, writing answers, and following up with cooperative learning activities based on story content. For example, in one second-grade classroom, students first developed some ideas about a story's plot in their small groups, and then a reporter from each group told the rest of the class what the group had discussed. There followed a heated (but orderly) debate about the merits of each position in a moral dilemma—which was first identified and articulated by a student—and this in turn was followed by a perceptive student critique of the debate itself. In another second-grade class that was continuing development of lessons from a story the class had just read, each learning team used chart paper and markers to make a long list of the personality traits of one assigned character. Teachers demonstrate skill in using students' primary language resources to develop new ideas, extend vocabulary, and build reading skills, cultivating bilingual literacy by about fifth grade among students with every variety of entering proficiency.

Cultivating Teachers' Respect for and Use of Students' Primary Languages

Language development in the primary language supports students' overall cognitive growth, connections with intimate community, and self-esteem. It appears to provide a strong foundation for second language acquisition. Bilingual teachers model appropriate standard forms of primary languages, but in multilingual classrooms or when the teacher does not know the students' primary languages, drawing on primary language as a resource presents a pedagogical challenge. Effective teachers encourage the use of students' primary languages to promote elaboration of new information and ideas, critical thinking, and concept attainment (Nieto, 1992). If teachers cannot speak the students' languages, they invite teaching assistants, volunteers, and other students to assist in order to facilitate content learning and general language development.

As a direct result of the work of **AILDI**, several tribes now have written languages, and home-grown bilingual teachers know how to promote first- and second-language acquisition effectively. Non-Native members of the teaching workforce—still the majority in tribal schools—study Native languages and cultures as part of their preparation for earning the ESL credential that is increasingly required as a condition of employment. The development of Native American literature, language learning materials, and methods and materials that promote Native cultural literacy have increased both awareness of primary language and culture and a disposition to teach them along with other subjects. "Before the institute," said one non-Native participant, "all Native Americans were just Native Americans to me. Now they are Yaqui, Hopi, Navajo." Native American participants were happy but for different reasons. They displayed evident pride in their role as cultural specialists and language instructors, able to articulate knowledgeably the benefits of assuming such roles in their communities.

At **Balderas Elementary School**, students who speak a language other than English are called "LGPs"—linguistically gifted persons—because they already know one non-English language and will become bilingual by adding English to their repertoire. Teaching assistants and parent volunteers fluent in students' primary languages use their skills and knowledge to promote bilingual literacy as well as mastery of the regular curriculum. For example, during story time in the kindergarten classes, students in several classes reorganize into primary language groups and hear stories read or told in their own language by a teacher or aide. Students learn the conventions of print and the elements of a story, extending primary language development and building a sturdy foundation for second-language acquisition. In upper grades, students spend part of many lesson periods in primary language groups, where they discuss and apply the main ideas of the teacher's presentation in English. A third-grade teacher explained the organization of a typical lesson: "First I lead a preview of the content in students' primary languages. Then I do lesson development in English. Afterwards, students use primary languages to review."

After school, students meet with same-language schoolmates from two other grades, in triads formed of first, third, and fifth graders or second, fourth, and sixth graders. Each threesome works together for an hour after school all year, finishing homework assignments; occasionally, the classes get together during the school day for special events. Four days a week, a second afterschool hour is filled with primary language classes taught by community volunteers and attended by about one-third of the student body. "Linguistic giftedness" is so highly valued at Balderas, according to one teacher, that one of her monolingual English students secretly enrolled in an off-campus afterschool Spanish class to surprise his friends. "Everyone else speaks two languages," she said. "He felt deficient." Two days a week, adult education classes in both English and primary language literacy are offered in the evenings. Parent education classes and parent/teacher association meetings are held in concurrent primary language sessions that usually attract about 80 percent of the parents. The agendas are set and plans coordinated by bilingual representatives of each group to ensure school unity.

Project Adelante

In the **CIRC** classes in El Paso, both Spanish- and English-speaking students experience the role of being language informants and guides. In the two-way language learning project, English speakers and Spanish speakers alternate as experts. In the developmental language learning project in Ysleta, students develop literacy first in Spanish and then build on that foundation to acquire literacy in English. Students keep portfolios of writing samples and other examples of their work through the year. Given a choice of language for their work for portfolio collections, they write alternately in Spanish and English, showing steady improvement in the quality and quantity of production of work in each language during the course of the school year. According to one Ysleta teacher, "These children don't *act* like disadvantaged children!"

In **Dade County**, the required training includes courses for teachers of non-English languages to provide them with effective, research-based strategies for promoting literacy. For example, those who teach in Spanish and Haitian-Creole have learned to apply whole-language approaches to reading and language arts to their work. They use primary-language big books to engage their beginning readers in lessons about the conventions of print and story telling.

As **Project INTERACT** ended its first year in Missouri, participants in the southeast and southwest corners of the state—most affected by immigrant streams with large numbers of Spanish-speaking students—requested language training in Spanish. As a result, project personnel began planning to provide such opportunities in the second year, in addition to the ESL-oriented courses that formed the original program.

Developing Teachers' Ability to Apply Principles of Language Development and Acquisition to Content Area Instruction

People learn new languages more readily when they are motivated to communicate; content-based language lessons offer the grounds for conversation. They integrate academics and language development. Four aspects of instruction can stimulate and support students' second language acquisition: subject-related vocabulary; language functions such as describing, explaining, and classifying; special features of structure or discourse style associated with subjects; and forms of communication that are emphasized differently in different subjects (Chamot, 1985). Whether or not they are working in formal language programs or teaching language arts, effective teachers incorporate language development as a regular element in all lessons involving LEP students.

Among the courses offered in **AILDI** sessions are linguistics, language acquisition and development, the structure of Navajo, bilingual reading and writing, bilingual language arts, language policy and planning, and applications of language and literacy. Participants' individual projects, sometimes completed and reviewed during the school year following attendance, demonstrate their skill in applying new learning to their teaching assignments.

Similarly, in the **Dade County** program and in **Project INTERACT**, teachers study language acquisition and its applications to teaching in several core courses, and they may take advanced courses that focus exclusively on this topic. In **Dade County**, one training strategy involves teachers in role playing exercises in which they must decipher stories and tasks presented in an unfamiliar, invented language—both individually and in cooperative groups. They soon learn the value of peer tutoring and use of "comprehensive inputs" through this exercise. In **Project INTERACT**, participants are required to articulate theories of language acquisition in their own terms, using their own experience as second language learners and/or their observations of others. The professional portfolios that they develop in project classes will include specific analysis of their students' language acquisition struggles and a collection of assessment instruments appropriate for their students and situation.

During the year after it opened, all teachers at **Balderas Elementary School** participated in a 180-hour professional education program offered after school and on Saturdays. Its goal was to enable participants to earn the state's Language Development Specialist certificate, required for all teachers of LEP students. The participants' program went well beyond certification requirements, involving them in comprehensive curriculum planning and implementation of new content-based ESL curricula and methods.

Cultivating Teachers' Disposition toward and Competence in Critical Reflection

Managing the challenges and opportunities presented by a multilingual class requires the disposition and the analytic skill to learn from experience. No book of "how to's" can cover every circumstance. Effective teachers engage in critical practice, adopting a reflective posture with respect to their own teaching. They gather evidence about their effectiveness, perhaps involving students, peers, and instructional leaders in pedagogical problem solving. (See, for example, Joyce, 1990; Little, 1992; Milk, Mercado, & Sapiens, 1992).

A key component of training in ***Descubriendo La Lectura***—as in Reading Recovery (RR)—is the "behind the glass" session, scheduled as a weekly laboratory experience. Participants take turns working with a student in front of a one-way mirror, behind which sit fellow trainees and the *DLL* instructor. The trainees identify and evaluate each instructional decision made during the episode and follow up with an extended discussion with the participant who conducted the session. Such sessions are held at least once a week. Through them, participants learn how to apply *DLL*/RR principles, explain their own choices during a lesson, and comment on a peer's lesson. "Peer support and feedback are necessary to keep developing," said one participant.

Project INTERACT teachers will complete a supervised practicum in which they demonstrate the ability to apply ESL principles to curriculum design, including development of lessons and units; provide effective instruction in English communication skills; and use an expanded repertoire of strategies that include whole-language approaches, content-based instruction, and cooperative learning. Videotaping and peer coaching support the application of new learning.

Teachers participating in the **CIRC** project in the El Paso area use videotaping and peer coaching to assess their own performance and help others improve. At one site, teachers team-teach, providing each other with on-the-spot assistance and feedback about the match between the lesson and the model. At the other site, teachers meet informally to discuss lessons and review tapes. The project director uses tapes to document progress and reflect with participants on their evident strengths and areas of need. So open have some teachers become to feedback that compares actual lessons to the desired model that they encourage their students as well as their colleagues to maintain a critical stance with respect to process. After one lesson observed in the study, a young student commented politely on the teacher's failure to engage every cooperative group in the collective discussion, thereby allowing some to avoid participating. The teacher commended the child's perceptiveness and agreed with his analysis, later referring to this incident as an example of "peer scrutiny."

ELBE's participant-led seminars require undergraduates to present new lesson ideas to each other and demonstrate how they work. Peers then review the lessons and offer suggestions.

The evidence suggests that possession of these competencies is not by itself sufficient to ensure that students will benefit from them. One project director indicated that a key ingredient for effectiveness is "...creating an ecology for professional growth and institutional improvement, where everyone plays a positive and constructive role." Working conditions at school significantly affect teachers' willingness and ability to apply the competencies to their own situations.

Providing a Context That Supports Professional Growth

Effective teaching depends on more than instructional knowledge and skill. The school and district provide a context that can stimulate and sustain fine performance and the risk-taking required to develop it, or, conversely, make it difficult or unrewarding for teachers to strive for excellence. Several factors help create a climate of professional growth and accountability that supports teachers in their efforts to become proficient in serving LEP students (Lucas, 1992). These factors include: strong instructional leadership, coordination of special language programs with other subjects and activities, recruitment and retention of the best available staff, adjustment of teachers' workloads to accommodate the additional responsibilities involved in meeting students' needs, collaborative planning, and use of informed experts to maintain the adequacy of the knowledge base that supports planning. Furthermore, to be most effective, professional development activities should be scheduled at times as convenient as possible for teachers, involve follow-up coaching, include appropriate incentives for participation, and emphasize on both theory and practice to facilitate intelligent adaptation to local circumstances. In addition, routine supervision after adopting new practices should include feedback on how to maintain new skills. (See Joyce, 1990, for a summary of research bearing on these points.) Some see self-renewing schools as *academies*, where "communities of colleagues" collaborate "in the service of improving the education of the young" (Joyce, Wolf, & Calhoun, 1993, p. 8).

Developing Instructional Leadership

Meeting the challenges of any teaching situation requires the support of informed peers and supervisors who can help identify solutions and provide organizational and logistical support. As one report put it:

"Leadership matters. As schools restructure to share decisionmaking authority and responsibility, new forms of leadership will be essential. Administrators will need to provide that leadership in partnership with teachers" (Mojkowski, 1991, p. 3). According to the National LEADership Network Study Group, among the skills exercised by leaders at all levels of school organization are several that promote and sustain renewal. Leaders point out the difference between "what is" and "what ought to be." They spot opportunities for improvement. They make connections and risk interdependency. They find and use information related to their issues. And they take a long view of change, recognizing the wisdom of the adage "a journey of a thousand miles begins with a single step," while refusing to allow patience to become the enemy of progress. They find new resources and reconstruct disagreements to create win-win outcomes. Good leaders use the evidence of research on change management, and they balance their risk-taking with attention to the essential elements of stability that enable schools to continue from day to day. Programs that promote such leadership skills are characterized by coherent developmental programs and experiences that permit the exercise of new competencies.

ELBE participants are leaders on campus and in several local and regional professional associations. Participants at the junior level serve as recruiters for promising community college students, taking them on campus tours and introducing them to good advisors and resources. Other upper-class students have prominent roles in the Bilingual Education Student Organization (BESO), which has received university awards for its excellent programs and which is itself a leader among similar organizations around the country. The association regularly nominates students for campus-wide roles and awards to maintain its visibility. ELBE participants have presented papers and symposia at national and regional meetings. All ELBE programs are organized to promote participants' understanding of the role the school environment plays in their work, their sense of responsibility for contributing to a supportive school environment, and their acquisition of the knowledge and skills to do so. ELBE project developers work closely with school- and district-based leaders to ensure that participants' assignments encourage them to apply their learning. An extraordinarily busy elementary principal who completed the administrative program had nothing but praise for its effect: "I was reinvigorated! I went to class, read, wrote, did projects, put together a parent survey in English and Spanish, and presented a paper at NABE [National Association for Bilingual Education]."

Project INTERACT participants are selected in part on the basis of their potential to provide instructional leadership in their schools. Principals nominate likely candidates and send letters promising to use them as ESL resources. Others with knowledge of the teachers or their situations also feed into the decisionmaking process to ensure identification of those committed to providing better service to LEP students and willing to act as lead teachers. Project leaders pay particular attention to factors that increase the probability that participants finish the program and effect change in their own schools. For example, teachers who had already begun taking courses in ESL or who showed exceptional initiative in schools with small but increasing LEP populations were given priority for admission to the first cohort.

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using supplementary videotapes and the support of the experts.

Choosing or Developing Top-Quality Staff

Programs for LEP students demand both the usual competencies of regular teachers and the special competencies required to promote students' language development and second language acquisition. Among the skills demanded in classrooms serving LEP students are employing a variety of sensory inputs to explain new words and concepts (Lessow-Hurley, 1991) and building a familiar context around new ideas while engaging students in highly interactive academic work (Hamayan & Pfleger, 1987). Teachers must be familiar with language development principles, work collaboratively with a host of specialists, and use language at different levels of difficulty to accommodate students' proficiencies in primary languages and English (Milk, Mercado, & Sapiens, 1992). In addition to managing students' progress through the regular curriculum, teachers must coordinate instruction with many other activities that are important to students' general welfare. Demands on teachers of LEP students may go well beyond the demands on regular classroom teachers. The success of programs for LEP students depends on highly proficient staff members.

Recognizing the challenge of this work, the ***DLL*** project admits only certified bilingual teachers with at least three years of experience in bilingual primary classrooms.

Because of intensive and extended staff development, **Balderas** faculty members have become model innovators in Fresno. Those with sufficient training and experience become mentors and peer coaches for their colleagues at the school. Cadres of Balderas teachers also serve as coaches and presenters at other schools. The district-appointed personnel committee that hired the school's first principal selected her for her record of providing strong instructional leadership. She in turn has created conditions under which many faculty members now serve as instructional leaders around the district, and together they have created a school that serves as a professional development center for CSU teacher preparation programs in Fresno. "When the principal sets the tone," reported one teacher, "Everyone else gets excited."

In order to ensure that administrators were able to support teachers' development in teaching LEP students effectively, assistant principals became the lead learners in **Dade County** schools during the first round of inservice training. They worked with central office and university experts to master the material in the new ESL courses and then taught them at their own schools, They see it as an advanced technique best suited for practice by proficient teachers. Applicants must earn their principals' recommendations to be considered for training, and most are mature professionals who are highly regarded by their colleagues. According to one participant, "It's the most intensive staff development I've ever been involved in."

When **Balderas Elementary School** was almost ready to open, the newly appointed principal actively recruited top-rated teachers from the district. She personally reviewed applications and observed applicants' teaching. Before extending offers, she outlined plans for the challenging and stimulating professional environment that she hoped to cultivate at Balderas, encouraging teachers to consider the choice carefully. Teachers who received and accepted offers to join her did so in the face of a paradox: Having been chosen because they were highly qualified professionals, they were expected to launch immediately on a major professional development activity designed to improve their teaching. All teachers participated in the extensive program provided by the university; most who needed to do so applied for and received the Language Development Specialist credential; and many extended themselves a bit further to earn 15 graduate credits for their work.

Recruitment for the **CIRC** project was specifically designed to obtain a diverse array of participants; the range of their experience and expertise was quite broad because one goal of the project's research agenda was to test the approach for rigor. After three years, performance reveals no correlations with prior professional skill: All participants implement the CIRC model skillfully and with notable results, adapting effectively—but within limits that keep the model identifiable—to accommodate differences in students' language proficiency. Most have become Teacher Leaders in their schools, helping colleagues who were not in the original cohort to learn the CIRC methods and materials. In one dramatic example of the transforming effect of the project, a teacher who described herself as uninspired at the beginning of the project won a regional award for excellence in teaching at the end of project year two.

Coordinating Participants' Roles and Responsibilities

Teachers of LEP students will often be involved in extensive professional development or student support activities that require extra time and attention. Those who speak minority languages are often asked to work overtime on translation tasks—in parent conferences, PTA meetings, and other school or district activities (see Lucas, 1992). Those who are working on emergency credentials must find time for the coursework that boosts their pedagogical skills, and many drop out before completing their credentials (California Department of Education, 1991a). Monolingual English-speaking teachers learning to serve LEP students for the first time may be engaged in inservice programs to expand their repertoires. Their daily schedules must allow time to fulfill their complex responsibilities.

The **Funds of Knowledge for Teaching** project has been adopted by at least one school as a core element of its Title I schoolwide model. The whole faculty participated in training, scheduled during regularly planned staff development sessions and at other convenient times. Home visits for the purpose of interviewing are part of a monthly rotation of faculty activities. Several faculty members have pursued advanced training, and they now serve as advisors to their colleagues. Working alongside teachers during interviews and class sessions, university researchers collaborate on strategies that use new knowledge of culture and community life to revitalize teaching methods as well as lesson content.

Dade County administrators use a data-management system that tracks teachers' progress in acquiring the necessary ESL training. As each teacher successfully completes an ESL course, the information is entered into the system. As each student enrolls in a district school, the appropriate designation is made with respect to English proficiency, and the information is logged into the data management system. Every LEP student must be assigned to a teacher who has special ESL training. If no slots are available with a trained teacher, the teacher to whose class the student is assigned must enroll in the ESL training program. The school system cuts the funding for teachers who have LEP students in their classes but who do not have the required training.

Project INTERACT, based at Southeast Missouri University, uses a broad-based support system that takes advantage of existing initiatives and resources and responds effectively to the personnel needs of participating school systems. The project fills teacher workforce gaps identified by state and regional ESL and Migrant Education agencies and organizations, and mutual cooperation facilitate coordination with their activities and agendas. For example, the project supports participants' attendance at state and regional meetings for ESL teachers. In addition, the provost, the university president, and deans from the three university divisions affected by the project support the integration of the project's academic offerings into regular university programs.

Neighboring school systems and postsecondary institutions in the **Fontana/San Bernardino** area have formed a far-reaching, *ad hoc* network that identifies promising bilingual secondary students and district support staff and draws them into the teacher education pipeline. Borrowing from each other's most effective recruitment and retention practices, the organizations piece together programs that work. **Fontana**'s Career Ladder scheme is widely replicated. Faculty in **BECA** work with community colleges in the area to ensure the continuity of teacher candidates' academic experience. Both the community colleges and the university collaborate with each other and with local districts to support Career Ladder participants' continued success.

Recognizing and Using Professional Expertise

Solving problems and meeting students' needs will often require teachers to find new materials and methods. They need reliable sources of information and opportunities to construct new approaches that build on their own practical experience and familiarity with the situation and on related expert knowledge. Pausing to reflect on what she has learned in long-term studies of professional development, Little (1992) begins her list of principles of good practices with the need for "meaningful intellectual, social, and emotional engagement with ideas, with materials, and with colleagues both in and out of teaching" (p. 6). New tricks and gimmicks do not produce enduring improvement; it is those who understand who can teach (Shulman, 1986), and developing understanding often involves new learning, thoughtfully digested.

AILDI and the **Southwest Memory Project** teach participants to recognize, use, and cultivate expertise in a number of ways. They consult tribal cultural experts in knowledge development activities. Participants learn how to gather information from elders and those proficient in Native American languages and then use modern tools of recording and organizing to make the information available to educators. They express deep appreciation for opportunities to learn from highly qualified experts, and they have demonstrated considerable skill in preserving language and culture. Asked about the highlights of their experience at AILDI, teacher aides who live and work in tribal communities repeatedly responded, "Famous people came to speak to us." They summarized what the "famous people" said and how it related to their own teaching. Prominent scholars and tribal elders play central roles in professional development, guiding the pedagogical and substantive knowledge essential for successful teaching in Native schools. One teacher aide, for example, learned how to assemble curriculum materials that supported instruction about tribal history without violating the confidentiality of certain tribal customs.

Descubriendo La Lectura and Reading Recovery supporters in the Tucson area funded the preparation of their university-based trainer at Ohio State University, the primary dissemination center in the country. Tucson's Title I program sent the district-based Teacher Leader to Texas Women's University for training. The premise of *DLL* training—as with Reading Recovery training—is that promoting the success in reading of the highest risk students requires considerable expertise. Districts used local funds to secure this expertise for their communities.

In the **Funds of Knowledge for Teaching (FKT) Project**, anthropologists and teacher educators provide technical support and work with teachers to refine the process of interviewing, recording data, and transforming cultural knowledge into facts, skills, and ideas to use in lessons. In addition, FKT identifies a second important source of expertise: parents and other family members. The project helps educators transcend biases about primary language, English proficiency, and family economic status to discover the resources that families provide their children. Family experts teach about topics such as construction, transportation, small business operation, cooking, clothing, and music. In a similar manner, **Fontana**'s summer Spanish language seminars employ local families to provide a "residential" language lab experience, highlighting their minority language proficiency as a resource to be tapped by the English-speaking community.

Planning, Adopting, and Implementing to Promote Long-term Effectiveness

Fundamental change—at least in any profession as dependent on routines as teaching is—occurs when new ideas are developed and applied over time. New practices take root slowly and with steady institutional encouragement. Studies of successful change reveal that time invested collectively in identifying problems, generating and analyzing potential solution strategies, and implementing and adapting reflectively plays a crucial role (Joyce, 1990).

In the **CIRC** projects in Ysleta and El Paso, teachers in each school form *ad hoc* learning communities that meet monthly to consult with each other about implementation and to expand their collective knowledge and skills with focused learning activities. The activities are designed to develop teachers' skill, confidence, and motivation. For example, the theme of one meeting was writing assessment. Teachers brought four writing samples from their classes: one they thought was excellent, a second that was average, a third that was inadequate, and a fourth that they found puzzling. In teams of four, the teachers first reviewed digests of research on assessment that included sample rubrics and standards. After discussing the research, they read all the writing samples provided by team members, tested various assessment strategies on them, and selected or devised a strategy that offered the most insight about students' work. "It's more than sharing," the project director explained. "It's profound learning, drawing conclusions, and making applications."

In ***DLL***, teachers use a highly effective co-teaching model of implementation. Two teachers share a first-grade classroom, each spending half of the day in individual tutoring sessions and the other half teaching the regular curriculum. As a result, not only do the students most in need of highly skilled instruction benefit from the teachers' expertise, but so do the other students. Both *DLL* and Reading Recovery teachers report that the strategies they learn for observing, analyzing, and adapting enrich their teaching across the curriculum.

Dade County schedules convenient training and targets content appropriate for the practical demands that teachers will experience in the classroom. Teachers may take the courses in sessions spread out over several weeks after school or on Saturdays, or concentrated within a 10-day period during the summer when schools are closed. To ensure that teachers understand the purpose of the training and the reason it is mandated rather than simply recommended, every course in the ESL series reviews the history of the legal agreement and the statistical evidence indicating that LEP students' school success may depend on teachers' proficiency in ESL methods.

The administrative and resource staff at **Balderas** attend all professional development activities; they adjust the content of their supervision and advising to reflect a shared understanding of the kind of teaching that Balderas values highly. In formal observations and informal visits, those with official responsibility for evaluating professional performance demonstrate keen awareness of what is going well and what has required great effort to pull off with the appearance of ease. After committing to an extraordinarily full first year—"We had no social life," said one teacher ruefully. "We got together for learning parties!"—the staff decided to scale back to a half-size program in the second year: 90 hours of graduate instruction, focused on

Funds of Knowledge

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science teaching. During the 1993-94 school year, teachers concentrated on applying what they had learned, and the university's work with them—again scaled back—focused on infusing critical thinking skills across the curriculum. The university has continued to be an active, collaborative partner, adept at pooling resources with the school and the district in programs with multiple purposes.

In summary, effective recruitment programs target language minority populations as early as the middle school years and provide prospective candidates with coordinated support for their teacher preparation activities. Productive teacher preparation and continuing education programs provide opportunities for candidates and teachers to learn the requisite substantive and pedagogical content as well as the special skills and approaches to teaching that will enable them to promote LEP students' success. Effective schools for LEP students promote teachers' competence in using their bilingual pedagogical skills. The projects chosen for this study are distinguished by their skillful and insightful use of professional development practices based on this conception of program excellence. The next section of the report describes the projects in greater detail. ■

PROFILES OF PROFESSIONAL DEVELOPMENT PROJECTS

AMERICAN INDIAN LANGUAGE DEVELOPMENT INSTITUTE AND SOUTHWEST MEMORY PROJECT

University of Arizona
Tucson, Arizona

Goals and Context

The American Indian Language Development Institute (AILDI) was founded in 1978 by Hualapai tribal educators, Native American parents, and experts in linguistics to help several Southwest tribes develop a written language and curriculum materials that reflect attention to Native American students' heritage, needs, and learning styles. According to the current project co-director, "It started simply to meet the needs of the community and to develop Native-language materials. The 1970s were a period of growth of Native American languages throughout our country. There needed to be materials written specifically for Native Americans." Housed at different campuses during its first 12 years, this four-week summer program has been held since 1989 at the University of Arizona (UA) in Tucson, where the university is hoping to institutionalize it. AILDI enrolls about 100 students each summer.

Leadership of AILDI continues to include Native Americans, both as professional educators and as language and cultural specialists, and national Native and non-Native experts on indigenous languages and cultures. Currently, the institute is directed by two professors from the University of Arizona—one a professional linguist who is a member of the Tohono O'Odham tribe and the other a non-Native specialist in Native education programs. One of the founders, a woman from the Hualapai tribe, lectures at the institute every summer and manages a rural district and a Title VII-supported Native language curriculum development project during the school year. Originally designed for Native American educators, today AILDI accepts both Native and non-Native educators—administrators, aides, and teachers—who work with Native American students.

In 1991, AILDI's sponsors launched the Southwest Memory Project, funded by a grant from the National Endowment for the Humanities. Southwest Memory was designed to strengthen Arizona elementary and secondary teachers' knowledge of the history of indigenous peoples in the Southwest. The intellectual focus of the program's activities is a comparative study of oral and written historical texts of tribes in three regions of Arizona. During a four-week summer institute intended to parallel AILDI, participants studied oral and written texts from the regions and initiated research and writing projects on a text and topic relevant to their interests and school-community situation. Southwest Memory also included three follow-up sessions: one held for two days during the following winter, another held for a week during the summer of 1993, and a regional follow-up session held in each of three locales for clusters of participants. Southwest Memory was conceived as an offshoot of AILDI to provide AILDI participants with new materials to use in applying the skills and knowledge gained during the annual institute at their home schools, and to support others who are integrating Native cultures and languages into the curriculum.

Although AILDI and Southwest Memory are related, participants characterize the two institutes very differently. While AILDI is structured around traditional class time, Southwest Memory is centered on individual and small-group research. AILDI focuses on general curriculum development, teaching methods, and policy and planning issues related to Native Americans. In contrast, one participant said of Southwest Memory, "We're researchers here. It's different because we learned how to get and tell a story, to share history from the perspective of Native Americans." AILDI seeks to help educators develop materials that are relevant to schools' Native American populations and create an awareness of issues, language, and culture. Southwest Memory's goal is to create an anthology that adds the voice of Native Americans to curriculum in the humanities. According to a school principal who has

AILDI

suggested to her staff that they attend both institutes, AILDI is "more of a foundation.... [Participants] have to have this basic information before they can go into Southwest Memory and be successful." The institutes share the long-term goal of promoting cultural awareness, sensitivity, and inclusion of Native American language and culture in the classroom and curriculum.

Project Description

Participants. The institutes are designed for K-12 teachers and aides who work with Native American students. About 90 percent of participants are Native American themselves. Of past and present participants in both Southwest Memory and AILDI, approximately 80 percent are teachers, 10 percent are teacher assistants, and 10 percent are other UA graduate and undergraduate students. Both bilingual and monolingual English teachers and aides participate. All major Native American tribes in the Southwest have participated in AILDI.

Participation in AILDI is completely open—no applicant has been turned down. Recruiting is widespread; principals highly recommend and encourage enrollment, as do former participants. Many attend for several years, and the cost is often the only factor that limits participation. Southwest Memory participants, on the other hand, were selected by a screening process that included principals' recommendations and other evidence of ability to conduct research. Of the 75 applicants for Southwest Memory, half were selected for participation. Participation in AILDI was not a prerequisite for Southwest Memory.

Courses. AILDI features four weeks of intensive study in American Indian linguistics, bilingual-bicultural education, and culture-based curriculum development, followed by local projects implemented in participants' home schools and communities. Courses emphasize holistic, interactive teaching strategies that make use of Indian children's prior knowledge; promote self-esteem; and develop literacy, biliteracy, and critical thinking. Classes meet daily for three-hour morning or afternoon sessions, frequently followed by evening lectures, which the community is invited to attend free of charge. In 1993, AILDI offerings included: Linguistics for Native American Communities; Structure of Non-Western Language; Linguistics for Non-Majors; Language Acquisition and Development; Bilingual Curriculum Development; Developing Language Arts Curriculum; Issues in Language, Reading, and Culture; and Language Policy and Planning. A significant number of these courses apply toward bilingual education and ESL endorsements. Participants hear formal presentations by faculty and guest speakers, work individually or in small groups with specialists in their language, and develop bilingual/bicultural teaching materials for use in Indian classrooms and schools.

During the initial four-week session in 1992, Southwest Memory participants studied selected oral and written texts from three regions of the state, and initiated research and writing projects on a text and topic relevant to their interests and school-community environment. During the following winter, participants reconvened for a two-day workshop to evaluate the products and outcomes of the institute, including their research and use of new materials. Southwest Memory culminated in June 1993 with a one-week writing work session where participants compiled curriculum materials. During this week, participants revisited texts and topics covered during the previous year and worked closely with faculty and tribal cultural experts to finalize their research and writing projects. This follow-up was scheduled for the week before the AILDI began to allow those who were interested to attend both. The final products will be reviewed by faculty and co-participants and compiled in a curriculum anthology to be disseminated by the University Press Sun Tracks American Indian literacy series.

Funding. AILDI is tuition-supported, but many participants receive Title VII scholarships or district grants to pay for their expenses. Additionally, the University of Arizona recently funded positions for a half-time secretary and a full-time program coordinator. Regular and visiting faculty are paid on an overload or adjunct basis, as is the case with other university summer programs.

Southwest Memory's NEH grant paid for 35 participant slots, although 36 teachers actually attended because two split one grant award. For each slot, the grant provided a stipend of $1,000 for the initial four-week session plus up to $300 for books and travel, an additional stipend of $100 for the two-day winter workshop, and $250 plus travel expenses for the final week-long writing workshop in June 1993. Participants could apply their stipends toward tuition, earning up to six units of credit at $70 per unit for their work.

Project Outcomes

At the culmination of both programs, participants evaluate their experiences. This feedback is used for program improvement the following year. Program participants continually find the effects of AILDI (and Southwest Memory) far-reaching. They especially appreciate the new tools they have for teaching Native American students, such as age- and culturally appropriate curricula, awareness of Native American learning styles, and integration of tribal history in the form of song and storytelling. For Southwest Memory in particular, impacts are rich and extremely personal. "After [Southwest Memory], I knew much more history and I started writing poetry," remarked one Native American teacher. "I made a personal commitment and took more interest in the people." Another participant said that Southwest Memory "is developing a vehicle through which [participants] can teach their children better. It's tapping wisdom and knowledge and, in turn, helping to tap this in the kids."

Both programs have brought a whole new collection of literature on Native Americans to the school districts. Such materials—ranging from the stories and poetry of indigenous people and their customs to documented testimonials by elders—did not exist before the institutes. One participant has begun a Native American history class in his school as a result of participation in both projects. In the case of the Hualapai, AILDI directly aided the development of the written language and the creation of curriculum materials in that language. Such additions of literature and cultural content enrich the curriculum by making it more fully representative, including contributions of those who too often have been ignored. As an AILDI co-director said, schools "traditionally *cleanse* students of their history." AILDI and Southwest Memory promote curricular integrity and inclusiveness. District personnel echo this feeling; the Director of Indian Education at Tucson Unified School District stated, "AILDI offers an opportunity for discussing Native American issues and making them relevant to Native Americans today [by teaching teachers how to] create a relevant curriculum. Educators come out [of the institutes] with new ideas of how to do history and how language is a relevant part of culture."

Lessons from Experience

Funding has been a continual struggle for AILDI. According to the co-director, the lack of continuity in funding constantly plagues efforts. Student stipends provide essential support, yet it is never certain that they will be available. The co-director mentioned a structural problem with Indian education that is "endemic to the whole system of federal funding of Indian education programs. For Indian communities, it's an extreme case because there are no other places to go. There may or may not be a tax base. Schools can be totally dependent on federal funding. It can be feast or famine." Project staff, therefore, have been resourceful in finding other sources of funding, and Title VII is notable among them. Staff have widely publicized the institute to the community; principals can see the results in the classrooms, and the institute has become a landmark for Native American communities. "We canvass the state very well," said the project co-director. Because of staff's publicity and the demonstrated results, AILDI participants are often successful in obtaining grants to support their studies.

EZEQUIEL A. BALDERAS ELEMENTARY SCHOOL

Fresno Unified School District
Fresno, California

Goals and Context

Located in central California, Fresno Unified School District (FUSD) is the third fastest growing district in California. Three thousand new students enter the district each year, about 2,000 of them with limited English proficiency, bringing the number of LEP students to more than 22,000—almost 30 percent of FUSD's enrollment. The largest group of these students speak Spanish at home, but Southeast Asian immigrants are a rapidly growing population. FUSD students speak almost 100 different languages. To promote the academic success of these children, the district has made related professional development a high priority.

To accommodate the increase in the number and diversity of students, the district opened Balderas Elementary School in 1991-92; the selection committee chose a principal with a strong record of successful innovation, a commitment to participatory management strategies, and a history of productive collaboration with the business community. Newness proved to be a considerable advantage in staff selection, training, and setting expectations. Given a mandate for change and four months' lead time, the principal used observations as well as interviews to choose her staff, and they worked together to create ground-breaking programs for the students in grades preK-6 who arrived at the school in August. According to the principal, newness made the teachers receptive to experimentation. Balderas' innovations include a four-track year-round schedule; school uniforms that virtually all students and staff choose to wear daily; student portfolio assessments; two-hour extended-day sessions that offer cross-age tutoring, homework help, and primary language instruction; and cross-grade groupings (called "triads") for afterschool activities and special events. In addition, teachers keep the same classes for two years.

In early planning meetings before school opened, the staff decided that experience-based, language-rich learning activities would provide the strongest foundation for all students' learning. They agreed to spend allocations for instructional materials on the kits, manipulatives, trade books, and equipment needed for interactive lesson formats—and they bought almost no textbooks. In addition, they deferred formal instruction in reading until the second grade, choosing instead to embed early literacy in story-telling activities and content-based lessons.

Among the highlights of the Balderas program is extensive professional development in areas related to working with limited English proficient (LEP) students. To meet state certification requirements for teachers of LEP students and to cultivate a knowledgeable and cohesive faculty, the principal negotiated with California State University, Fresno (CSUF), to teach a series of graduate courses that address the specific professional needs of Balderas' faculty.

Balderas serves 1,100 students, of whom about 750 are on campus during any term. Ninety-four percent of the students receive free or reduced-price lunches, and 70 percent are limited English proficient. Ninety-eight percent of the students are minorities: 56 percent Asian; 28 percent Hispanic; and 14 percent African American.

Project Description

Balderas is a learning community for teachers and students. From the beginning, the school staff planned an agenda to promote student learning by making professional growth an integral part of school activities. The student program uses language and culture as resources for academic achievement; the professional development program enables staff to serve students effectively, in the context of the planned student program.

Professional development program. In a precedent-setting arrangement with CSUF approved by state and district administrators, Balderas uses categorical funds to support graduate-level coursework related to school programs. All teachers receive inservice credit for their participation; those who wish to apply the coursework to a master's degree program and earn CSUF graduate credit pay a reduced rate for tuition and complete additional assignments. Most classes meet at the school. In 1991-92, staff development focused on three major goals: (1) designing a program for students; (2) learning how to teach English as a second language (ESL); and (3) preparing to pass the Language Development Specialist (LDS) certification examination. In 1992-93, staff development concentrated on hands-on science instruction, emphasizing growth in teachers' content knowledge and skill in using content-based ESL methods. Again, CSUF arranged course content to address the particular needs of Balderas teachers as well as to meet appropriate academic standards. In 1993-94, CSUF focused on the professional development of teacher assistants, many of whom are enrolled in teacher preparation programs.

The professional development program began before school opened in the fall of 1991. During the first year, university professors taught three courses: Linguistics 141, Teaching English to Speakers of Other Languages, and the multicultural component of LDS preparation course. The Balderas School principal commented that in inservice courses, "Usually, I see teachers cutting out things for the bulletin board. But these teachers were debating and discussing philosophy!" As a part of their coursework, teachers visited families of different cultures to find out their thoughts on U.S. education and educational goals for their children, reporting the results of these interviews to colleagues. In addition, experts from CSUF and the community made presentations on other cultures and ESL strategies. Participants also read books and saw videos on Hmong, Khmer, and Laotian cultures, often using curriculum materials developed by the California Department of Education. A professor with extensive experience in Southeast Asia and close ties with the immigrant community stimulated awareness of the richness of those heritages.

Evaluations that include teachers' and professors' feedback on course content and processes reveal a collaborative approach to problem solving. This was especially important in that first year: Balderas was experimenting with its program, and it had a relatively high number of new teachers. From August through June, the faculty participated in 180 hours of professional development activities, for which some earned 15 graduate credits.

Applications of new knowledge and skill. An essential element of the professional development context at Balderas is the pervasive expectation that the new ways of teaching will be the norm. Because so many students begin each year with little English, teachers are highly motivated to experiment with new ideas (and, conversely, very seldom rewarded by student learning when they use traditional approaches). Two principles underlie many innovative strategies: First, primary language is a powerful resource for learning, and second, interactive, content-rich lessons offer the most direct route to mastery of core subjects. Teachers apply these principles many ways in daily lessons; for instance:

- In kindergarten, two teachers reorganize their classes into primary language groups during story hour. Bilingual teachers and aides tell stories in each group's primary language, employing techniques that help students use what they know to learn more about the content of the story, the nature of stories and story telling, and the conventions of print (e.g., where to find the name of the author or to start reading).

- In sixth-grade literature, students analyzed the elements of the "Cinderella story" concept, beginning with the classic European version and then elaborating the concept by analyzing how it appears in stories from other cultures. As a culminating activity, same-language work groups each wrote a new story that embellished the basic model with details from their own heritage.

- In science, students conduct experiments working with same-language and different-language learning teams for different parts of an extended lesson.

- The four informal pavilion areas surrounding the media center in the large central courtyard of the school each feature a mural that captures important values of a certain culture: The Cambodian pavilion displays the temple at Angkor Wat; the Mexican pavilion shows central characters in Mexican history; the Hmong pavilion summarizes the journey from Laos to Fresno; and the American pavilion focuses on the Explorer spacecraft (which is the symbol of the Balderas Explorers). During the 1992-93 school year, the Balderas community celebrated the Hmong, Cambodian, and Lao New Years, African-American History Months, and the Cinco de Mayo, in addition to having a multicultural fair.

The formal supervisory activities of Balderas administrators reflect serious attention to teachers' use of new models of teaching. In addition, peer coaching and informal collaboration are common. Teachers speak confidently and knowledgeably about the research support for a new strategy, the practical dimensions of using it, and their own evolving competence. The job titles and functions of support staff highlight the talents they bring to the work of teaching, and they participate in professional development activities for the whole staff as well as for their subgroup.

Resources. Balderas uses categorical funds, mostly from Title I, to finance its staff development program. Funds that would have been used to purchase additional administrators or support staff are used to purchase technological enhancements, extend the day for all students, support intersession programs, purchase additional materials for teachers, buy more books for the library, and operate a comprehensive afterschool cultural arts program. The district and subdistrict superintendents both credit the principal, in particular, for resourcefulness in "creating" funds through establishing partnerships and holding fundraisers. According to these administrators, Balderas staff members "...don't stop when someone says, 'it's a good idea, but we don't have the money.' They find a way." Community partners include the *Fresno Bee*, Dow Chemical, Continental Cablevision, and Pacific Bell. These companies report that Balderas is a model partner in two ways: It uses *all* the resources each company offers under its educational service mission, and it provides structure and direction that enable each volunteer to function productively.

Project Outcomes

Program evaluation data collected after the first year of courses indicate that faculty participants considered the coursework relevant to the demands of their teaching, as well as helpful in passing the certification examinations. Teachers' classroom experience confirmed that they had received the solid foundation of knowledge and skills required to meet the challenges of real classrooms. Although some teachers dropped out of the masters program, almost all of those enrolled for the purpose of acquiring the LDS certificate passed the exam. The staff anticipate that evaluation of student achievement will demonstrate the effectiveness of the professional development program.

For students, the results of the program are beginning to become apparent in attendance, academic performance, and test scores. First-year math scores exceeded district norms, although more language-dependent subjects fared less well. By June 1993, Balderas had achieved first place in the district for student attendance. More than 99 percent of the students arrived on time regularly, and the transiency rate decreased by one-quarter from the school's first to its second year. Approximately 80 percent of the parents regularly attend the school-sponsored monthly parent education workshops—conducted concurrently in several languages. About 80 percent of the parents rated the school "A" (50 percent) or "B" (30 percent) in overall performance at the end of the second year. The learning curve on how to use categorical funds in innovative and effective ways continues to rise. In 1993-94, the school supported the afterschool primary language classes with such funds. Community members support the school in numerous ways, not the least of which is ongoing cultural enrichment expressed in classroom presentations, artwork, and teaching language classes.

Lessons from Experience

Balderas Elementary and Fresno Unified School District suffer, as a whole, from a shortage of teachers equipped to meet the educational needs of students with limited English proficiency. In 1993, there was only one teacher in the entire district certified to teach in Hmong, the primary language of many Balderas students. Facing this systemic deficit, the Balderas principal and staff have gone the extra mile to make the study and celebration of students' cultural resources influential in every aspect of daily life at the school. They recognize the value of knowing a non-English language, referring to students as "LGPs"—Linguistically Gifted Persons—rather than "LEPs." Native language speakers provide daily and weekly afternoon and evening extracurricular classes in primary language literacy to all interested students and parents to preserve language resources. Community leaders hold concurrent sessions of parent meetings and programs for each language group, using bilingual members to coordinate and unify parent planning. Having survived the first year's intense activity, the staff varied the extent and focus of professional development in the two years that followed, keeping the integration and concern for coordinated action, but allowing more time for reflection and invention.

BILINGUAL EDUCATORS' CAREER ADVANCEMENT PROGRAM

California State University
San Bernardino, California

Goals and Context

San Bernardino County, located east of Los Angeles, has experienced a tremendous influx of predominately Spanish-speaking immigrants within the past 10 years. School systems in the area had few professional educators equipped with the bilingual proficiency or special pedagogical skills required to promote the academic success and English acquisition of these newcomers. Currently, for every teacher with the necessary skills and knowledge, there are from 40 to 100 students with limited English proficiency who need assistance.

The Bilingual Educators' Career Advancement Program (BECA) at California State University, San Bernardino (CSUSB), supported by a federal Title VII grant, provides professional education to 55 participants at various stages of career development in bilingual education. BECA—a word that means "scholarship" in Spanish—is dedicated to reducing the language minority student/bilingual or English as a second language (ESL) teacher ratio in area schools to 33:1. BECA's strategy is to provide financial aid and systematic career planning assistance to aspiring bilingual educators who are completing undergraduate teacher preparation courses, obtaining the teaching credential, or earning a master's degree.

The project has evolved from a collaboration among bilingual educators at CSUSB and representatives of the 20 largest nearby school districts, representatives of which form an advisory board that guides BECA decisionmaking. The leadership behind BECA comes from a woman who has relevant experience, a Title VII-funded doctorate in bilingual education, and an established reputation for developing and maintaining solid programs, such as BECA has become. Recognizing the wealth of opportunity and great need in the area, she brought the federal resources to the campus by developing a university-based network to support her project proposal.

Project Description

Participants. BECA targets students enrolled in higher education and committed to obtaining certification in bilingual education or Language Development, or a master's degree in education with a bilingual or ESL emphasis. The largest group of participants consists of Hispanic paraprofessionals working in nearby school districts while completing their college education and/or internships to obtain a teaching credential. However, the project also reaches out to candidates in the masters degree program in Bilingual/Cross-Cultural Education and to monolingual teachers interested in ESL. The project requires students to go through the usual university admission process. Because state teacher certification requirements include graduating in the top half of one's class, BECA students must maintain grade-point averages of 2.86 or better to remain eligible for the program.

Implementation. A major BECA activity is to identify and recruit bilingual students living in nearby communities who want to earn one of California's several professional teaching credentials related to programs for language minority students. BECA guides candidates through the labyrinth of courses and examinations they must take to fulfill certification requirements and/or earn a master's degree in bilingual education or ESL teaching. BECA offers candidates the financial help that many need to meet family responsibilities as well as certification-test preparation assistance. In addition, BECA prepares regularly certified teachers to earn endorsements in language development, bilingual/cross-cultural education, or ESL.

One of BECA's most significant roles is to provide a network and a funding resource for members of the large bilingual community interested in teaching but who have been stymied by the complex preparation process and certification requirements. (California's efforts to upgrade teacher preparation and cultivate a workforce well trained in the special skills demanded by various student populations have periodically led to bewildering arrangements.) Many BECA students are the first in their families to attend college, and some have extensive education in other countries. BECA resources provide essential support and guidance.

Courses. BECA course topics include: (1) developmentally sound, multicultural teaching techniques; (2) an introduction to second language acquisition and sheltered English methods and practices that blend theory and classroom practice; (3) contemporary reading methodology and theory; (4) the social and cultural contexts of language learning and cognition; (5) language acquisition; and (6) bilingual reading and language arts in the unified approach recommended in the state's curriculum frameworks. In addition, students engage in fieldwork that combines practice teaching, clinical experience, and core course content. Many of these courses were developed or expanded as a result of BECA.

Reaching out to communities. In addition to holding classes at its main campus in San Bernardino, the BECA program also offers masters-level courses for bilingual and ESL educators at the Coachella Valley campus of CSUSB, located in Palm Desert, 80 miles east of San Bernardino, to increase the program's target range. BECA has also established and maintains a network of bilingual teachers and paraprofessionals who need access to career and academic advising.

Funding. BECA pays 90 percent of students' costs. The amount per student varies depending on the student's stage in the professional preparation process. The overall costs average about $500 per student per semester. Most students have received between $1,200 and $1,900 in the past two years. BECA relies exclusively on Title VII funds for participant scholarships.

Project Outcomes

BECA enrolls 16 paraprofessionals who are juniors or seniors, 12 teachers needing emergency certification, 8 ESL masters students, and 30 bilingual/bicultural masters students. According to the most recent available data, 47 students graduated in 1992-93, and 23 in 1993-94.

BECA helps CSUSB's School of Education address the demands of area school districts with LEP students by increasing the pool of qualified bilingual and ESL teacher candidates. This includes providing substantial financial aid and systematic career planning for bilingual educators at all postsecondary education levels. Increasing the pool of students who enter the bilingual and cross-cultural programs supports education in the community, and it also enables the School of Education to enrich and strengthen the teaching and study experiences for bilingual and ESL interns, teachers, and advanced graduate students by increasing the range of innovative course options offered.

Lessons from Experience

Communication is the critical continuing challenge to this program, like others serving complex, multicultural, multilingual communities. BECA's staff and participants commented that recruiting students and keeping them in the program is not easy: "You lose a lot of bilingual teachers because they do not have the guidance they need to learn about the program," said the project director. Among the project staff activities that students report to be essential are:

- Maintaining frequent, supportive contact with students
- Helping students set and achieve educational goals right from the start
- Providing step-by-step direction to keep students in the right courses and on the right track

The physical setting of a program and its organizational arrangement also affect participation. For example, the students who work together in the graduate courses on the Coachella campus have high *esprit de corps*, attend class faithfully, and operate as a cohesive, motivated group. Those taking classes on the main campus function less as a cohort and have lower attendance rates, perhaps because they have a wider variety of courses from which to choose and do not all simultaneously attend the same classes. A major challenge is to prepare teachers for students who speak languages for which no bilingual programs exist.

Furthermore, BECA is one of a number of program options in the San Bernardino area that recruits future teachers and offers advanced professional training for bilingual educators. Collaborating with the bilingual education community at the county, region, and state levels helps to create an environment of support for innovative programs. Because entry into the professional pipeline may be complex and costly, CSUSB has developed multiple access points and resources for potential students.

COOPERATIVE LEARNING IN BILINGUAL SETTINGS AND TEACHERS' LEARNING COMMUNITY CENTER

University of Texas at El Paso
El Paso, Texas

Goals and Context

At the El Paso campus of the University of Texas (UTEP), three related projects are stimulating the growth of a professional culture that supports teachers working with students who need to add English proficiency to their language repertoires. Under the general heading of Cooperative Learning in Bilingual Settings, two projects cultivate teachers' skill in using Cooperative Integrated Reading and Composition (CIRC), an approach developed at Johns Hopkins University, to promote students' acquisition of literacy in English and Spanish. A two-way bilingual project centered on CIRC is located in an El Paso community populated by relatively prosperous families of both Anglo and Hispanic descent who want their children to be fluently bilingual. In nearby Ysleta, teachers in three schools with high percentages of economically disadvantaged LEP students are using CIRC in a transitional bilingual program with a goal of facilitating English language acquisition while supporting literacy growth in Spanish.

A third project, the Teachers' Learning Community Center (TLCC), was initially funded to strengthen recruitment efforts that targeted bilingual high school students. However, it was expanded to become the home of an international network of educators who are developing ways to apply the principles of effective cooperative learning to their work in the schools of the El Paso area and across the border in Juarez, Mexico. Teachers from both cities meet periodically to share professional development experiences related to cooperative learning and to trade insights about teaching Spanish and English as second languages. In the 1994-95 school year, the center was replaced by Johns Hopkins University's Leadership Enhancement Academy, which sponsors and hosts activities that serve a full range of professionals, from those who aspire to teaching to those who are still acquiring new skills after years of practice.

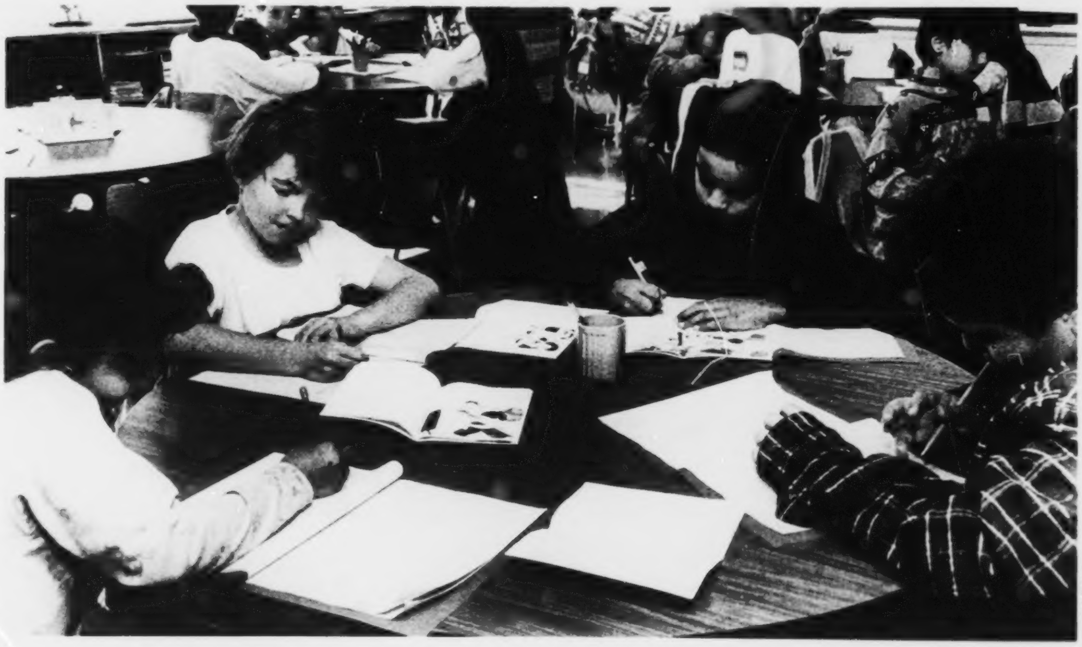
Project Description

Participants. Twenty teachers volunteered to participate in the El Paso two-way bilingual project, and parents volunteered to have their children assigned to the bilingual classes. In Ysleta, the project director recruited 15 participants with a wide range of experience and pedagogical competence who were teaching in primary language classes. Some teachers—both novices and veterans—were in need of strong support, while others were already skillful risk-takers in search of a new adventure. The Ysleta project was funded as a research experiment; including both high-risk and likely-to-succeed participants was necessary to test the rigor of the training approach.

TLCC focused on promising bilingual seniors attending high schools within a 50-mile radius of campus. To participate, students had to demonstrate interest in careers in bilingual education and fluency in English and Spanish; have earned a cumulative grade point average (GPA) of 3.0 on a four-point scale in high school; and commit to attending four Saturday workshops with their parents prior to enrolling in UTEP. More than 40 students were involved in TLCC recruitment activities in the spring of 1993.

CIRC. The original, monolingual English version of Cooperative Integrated Reading and Composition was developed by researchers at the federally funded educational research center at Johns Hopkins. In its most familiar form, CIRC uses a structured, multiple component lesson format with a basal reader. Lesson elements include discussing the context of each story, introducing and learning the meaning of new vocabulary, reading silently and to a partner, analyzing the story's literary features, writing about the story, and practicing word recognition and spelling to the point of mastery. Curriculum materials that include "Treasure Hunts"—questions designed to stimulate students' examination of a selection's literary "treasures"—are available for some commercial basal series.

Students engage in these activities individually, in small cooperative groups with structured assignments, and in whole group lessons led by the teacher. As in other Hopkins-developed cooperative learning strategies, students earn recognition based on improvements in individual achievement that are calculated as a team score. CIRC has produced reliable gains in students' reading skills and in their ability to work productively alone and on teams, in social and academic settings in many kinds of communities. In the past few years, CIRC



CIRC

curriculum materials have been written to accompany novels and nonfiction books at various grade levels in response to increased use of literature-based reading programs.

In bilingual CIRC, students participate in most of the same activities, but they focus more on interactive language development and writing. They may spend up to twice as much time on each story in bilingual applications as they spend in the original English version. (However, other CIRC studies have shown that teaching all the skills in a reader—not necessarily teaching all the stories—leads to desired rates of growth, so that pacing in bilingual CIRC is not an issue.) In both the Ysleta and El Paso use of bilingual CIRC, students work with Spanish and English editions of basal readers and trade books at the appropriate levels of difficulty, guided by locally developed Treasure Hunts.

In Ysleta, bilingual teachers in grades 2-4 participate, with up to two hours a day allocated for reading in second grade. Most instruction in second grade is in Spanish; as students progress, they spend more time with English language materials, using the familiar CIRC format. In El Paso, one classroom at each grade level from first through fifth uses bilingual CIRC. Two teachers work with each class—one conducts instruction in English and the other in Spanish, both using the same CIRC format but with text and lesson development materials in different languages. They take turns teaching, one working through a full cycle of story-related activities in Spanish, followed by the other teaching a full cycle in English to the whole class.

Professional development. Ysleta teachers attended weekly afterschool training sessions with project leaders during the first year of the project. (If they wanted to complete extra work and pay tuition, they could receive three university credits for the experience.) During these sessions, project staff modeled the CIRC techniques and provided opportunities for practice. University staff visited participants' classrooms during reading lessons to observe, offer feedback, and make videotapes for subsequent joint analysis. In each school, participants formed peer coaching teams, observing each other and offering critiques of the videotapes.

El Paso teachers participate in 45 hours of weekly professional development activities, covering team teaching, cooperative learning, whole language, multiple intelligences, and alternative assessment. About one-third of the training focuses on CIRC. In addition, teachers receive two full-day sessions each semester on related topics, including portfolio assessment. A Title VII grant pays the tuition for them to earn three credits per semester for this work. Teachers on the same team coach each other. Participants are expected to spend about six hours each semester at the TLCC for further reinforcement of skills in peer coaching and portfolio assessment.

For both groups, school-based Teacher Learning Communities at each site meet regularly—about once a month—to enable participants to solve implementation problems, coach each other, and extend their learning. These meetings usually include the presentation of new ideas from research, discussion of how (or whether) they fit into participants' understanding and experience, and application of the ideas to familiar scenes and activities. Camaraderie arising from common study has spilled into other areas; participants meet outside of class for social occasions, in addition to attending periodic meetings with university staff, teachers, or teacher aspirants associated with CIRC or TLCC projects.

TLCC. Staff of the UTEP Teachers Learning Community Center identified and recruited bilingual seniors to consider a career in teaching. Outreach began with contacting principals and counselors at schools that had bilingual students and arranging to make presentations about UTEP's programs to those who were interested. The center coordinator followed up with personal meetings, in which he answered questions from the students and their parents. TLCC hosted college workshops for these seniors and their families. Prominent members of the university faculty and the wider community spoke about the value of bilingual education and college attendance in general; and admissions staff explained how to apply, what the criteria for acceptance were, and what funds were available to pay expenses. (TLCC did not offer financial assistance, but it did help students find resources earmarked for applicants like them.) The center had use of a college van and a driver to transport students and their parents to campus for the Saturday workshops.

TLCC—now replaced by Johns Hopkins University's Leadership Enhancement Academy—has become the hub of a series of informal activities shared by teachers on both sides of the border who are interested in using cooperative learning to promote bilingual literacy. Through regional networks of professional educators, middle-school teachers of English as a Second Language in Juarez learned about the bilingual cooperative learning efforts in El Paso and asked to be included. They met monthly with the director of the UTEP projects to explore applications of cooperative learning to their own classes. Out of these meetings grew new projects and alliances, culminating in a regional cooperative learning conference held late in the spring of 1993. Most of the international activities are operated on a shoestring budget, although participants seek support for further work. Because of immigration patterns in these adjoining border towns, public school teachers share many students during the course of a year.

Funding and support. The Ysleta CIRC project is funded through the Johns Hopkins Center for Research on Effective Schooling for Disadvantaged Students, which supports two research projects that are evaluating the effects of bilingual applications of CIRC as part of its five-year research agenda. (The second project is located in Santa Barbara, California.) The El Paso CIRC project is supported by a three-year Title VII grant to develop a two-way bilingual program. TLCC received support from the Texas Education Agency and the Exxon Foundation.

Project Outcomes

The long-term benefits of both CIRC projects will be evaluated in part by student achievement. Both student and teacher effects are measured in a variety of ways in order to document as many of the desired outcomes as possible. The project leaders have developed observation instruments that monitor the shifts in dimensions of classroom life that should change when CIRC is fully operational, such as variety in student grouping strategies, the ratio of student talk to teacher talk, and the complexity of task structures. Teachers maintain coaching logs to record reflections on their work and that of those they observe. The project director keeps videotaped performance samples to show teachers' progress in implementation skill. In Ysleta, teachers who described themselves as swamped by the challenge of meeting the needs of their very disadvantaged students in the beginning of the experiment now run classes that are models of effectiveness. A recent Texas Teacher of the Year is a CIRC project participant who did not see herself as a contender for such a prize when she joined the project. Now she and her fellow participants are considered Teacher Leaders in this arena.

In addition to being measured by standardized tests, student achievement is documented in portfolios that provide a record of progress in bilingual literacy. Once a month, students in Ysleta add their favorite writing sample to their writing portfolios. They may choose a sample written in English or Spanish, which they simply staple on top of the previous month's work. Portfolios also include other work samples that illustrate emerging literacy skills. The project's strong emphasis on concept development, identification of supporting evidence, and written expression is perhaps most evident in the unusually high quality of students' written work in both languages. In Ysleta and El Paso, students are also growing measurably in social skills and in their ability to work together independently and purposefully.

reina
r ei na
gi ra sol
guitarra
gui ta rra
piano
p ia no
Cc Dd
Gg Hh
Mm
Qq

CIRC

Lessons from Experience

Basing the two inservice projects on a proven strategy—CIRC—enabled the project leader to include both high-risk and low-risk teacher participants, relying on a well-researched program to bring them all to a high level of competence within three years—best evidenced by the success of their students. Furthermore, by adapting cooperative learning, an already popular approach to teaching, teachers in bilingual settings became resources for monolingual colleagues interested in this strategy.

However, the process of adaptation required considerable skill; the new model had to accommodate the special demands of LEP students without compromising the integrity of key components of the original model. The reason for choosing CIRC was its high rate of success in monolingual English settings, but its original form was not adequately responsive to the language development needs of second-language learners. As they created new versions of the CIRC model, project leaders and participants had to attend carefully to preserving the rigor of the original model in order also to preserve its effectiveness.

Thorough initial training, supportive follow-up coaching, and videotape critiques are necessary to keep implementation faithful. The weight of tradition and influence of surrounding practice are forces that can erode teachers' care in maintaining small but essential details of the CIRC program. Without the thoughtful comments of peers in the project, teachers sometimes lose sight of the need to form balanced learning teams, promote student discussion about work-related issues, and concentrate on meaning more than on mechanics. Maintaining skill in using CIRC properly continues to be a demanding aspect of project management. Participating principals indicated high regard for the projects and their impact on students and teachers. However, when asked whether use of CIRC would continue beyond the initial funding period, one principal hypothesized that the teachers themselves would persist without need for special support. Such a comment indicates a lack of awareness of the organizational arrangements that currently provide support—for example, CIRC teachers' schedules are arranged to allow for peer observation and coaching sessions—and this has implications for overall school staffing and scheduling.

DESCUBRIENDO LA LECTURA

Tucson Unified School District and the University of Arizona
Tucson, Arizona

Goals and Context

Tucson Unified School District (TUSD) serves approximately 60,000 students, of whom about 40 percent are Hispanic. The district has adopted a policy of home-language maintenance to ensure the academic success of students who have limited English proficiency while building a strong foundation for learning English. This district policy provides a welcoming environment for a new program developed by the TUSD Title I staff called *Descubriendo La Lectura* (*DLL*). *DLL* is a Spanish-language reconstruction of the Reading Recovery (RR) program, which has a well-documented record of supporting the early success of at-risk beginning readers in English. *DLL* was developed to provide strong support for early Spanish literacy by using the same proven enrichment strategy with Spanish speakers that was being used with English speakers.

TUSD Title I staff became interested in a Spanish version of RR because one of their goals was to support children who were having difficulty learning to read, and many in their district learned to read first in Spanish. Title I specialists felt that Reading Recovery's premise that the most powerful teaching builds on children's competencies was consistent with the district's policy of using a student's primary language for initial literacy instruction. TUSD hired a Teacher Leader trained at the Reading Recovery center at The Ohio State University to begin training local bilingual teachers in the basic approach. These teachers then became part of a team that created *DLL*. The team met some early resistance; dissemination of Reading Recovery is tightly controlled to ensure fidelity to its core concepts and strategies and especially to its insistence on intensive professional development. However, the concerns were resolved, and since 1988, TUSD Title I has been the major player in *DLL* development.

One of the Title I teachers attended Texas Women's University in 1990-91 to be trained as a Teacher Leader, and she has been instrumental in the teacher training program ever since. In the 1991-92 school year, the first full training class for *DLL* teachers was conducted, and the TUSD Bilingual Education Department sponsored a second bilingual teacher to receive the Teacher Leader training, which by then was offered at the University of Arizona (UA). During this time, Texas and Chicago districts joined the *DLL* collaborative. Fifty students received instruction from *DLL*-trained teachers, and the U.S. Department of Education's Office of Educational Research and Improvement (OERI) funded research on the *DLL* program.

Project Description

Participants. Only certified bilingual teachers with at least three years of experience in a bilingual primary classroom and/or resource position are accepted for *DLL* training. They commit to completing a one-year intensive training experience, for which they may pay for and receive graduate credit. About half of the present *DLL* trainees are working toward a master's degree. An additional, more comprehensive training program for Reading Recovery and *DLL* Teacher Leader candidates is offered at UA by a Teacher Leader trainer supported by a consortium of Tucson-area districts for a year's study at Ohio State—a requirement of Center-approved RR trainers. For bilingual teachers who have had RR training and who want to become *DLL* teachers, TUSD and UA offer a "bridging" course that uses RR as a foundation for *DLL*.

DLL

Target students. The students who receive *DLL* instruction are low achieving children in first-grade Spanish bilingual classrooms. When they exit the *DLL* program—meaning they have caught up to grade-level expectations—their reading instruction continues in Spanish, adding instruction in English when they have a strong literacy base. TUSD's policy is to maintain literacy in both languages, although other sites will be using a bilingual transition model that shifts to English at the intermediate grade levels. The Spanish Observation Survey used for *DLL* student selection consists of six observational tasks that provide a profile of a student's reading repertoire. Students scoring in the lowest 20 percent are recommended for *DLL*, although the program is not yet able to serve all identified children.

Training. The three-year training of *DLL* teachers is most intensive in the first year, during which teachers attend a three-hour training session once a week held at a local Title I mobile unit. They also observe and/or participate once a week in a "Behind the Glass" lesson where one teacher tutors a student while the trainer and other teachers watch from behind a one-way mirror. As the lesson progresses, the observers formulate questions and hypotheses about the instructional decisions and practices they see. After the lesson, the tutor, trainer, and observers discuss the application of *DLL* principles. Like RR, the focus of *DLL* training is to expand teachers' knowledge of cognition, instructional repertoire, and ability to perceive and analyze a student's reading behavior accurately. "Behind the Glass" sessions provide opportunities to learn how to apply new skills and concepts effectively. In the second year, trainees observe and/or participate in a minimum of six "Behind the Glass" sessions during the school year. In addition, the Teacher Leaders conduct onsite visits and provide coaching and guidance on an ongoing basis. What makes RR such a powerful staff development model is that teachers learn how to be informed observers, practice what they have learned, and analyze each lesson carefully with the aim of improving instruction. They become keen observers of the children they teach, and they learn to build on the children's individual strengths as they embark on the path to becoming effective readers and writers.

Development of *DLL* Teacher Leader training at the University of Arizona has supported expansion of the program throughout the United States. Several districts in Arizona helped fund the education of a Teacher Leader trainer at Ohio State to staff the UA program.

Implementation. *DLL* implementation takes two forms in Tucson. Both involve teachers working with four first-grade students daily for part of the school day. In one arrangement, two teachers share a first-grade classroom, one tutoring individuals while the other teaches the class. In the other arrangement, the teacher provides bilingual assistance to other (non-*DLL*) students during the other part of the day.

Funding and support. *DLL* was conceived by TUSD Title I personnel, and Title I monies have been the major source of funding. Now others, such as the bilingual education department, have collaborated to sponsor teacher training, purchase trade books in Spanish, and underwrite general implementation costs. A consortium of school districts supports Teacher Leader training.

Project Outcomes

Like RR, *DLL* operates under rules of the National Diffusion Network, which requires evaluation overseen by Ohio State. *DLL* has also received a grant from the OERI to conduct further independent research and development. The early results are promising: In 1992, participating *DLL* students who were discontinued from the program on the basis of their strong achievement outperformed comparison groups on a battery of reading tests. Teacher accountability is an integral part of *DLL*—teacher success is measured in terms of the rate at which students exit the program reading at or above grade level. By this standard, *DLL* training has so far been almost entirely successful. The careful evaluation of the program is ongoing, and the *DLL* proponents are hopeful that, as the reputation of the *DLL* approach gains momentum, a greater number of educators will be inspired by the wisdom of the approach.

A *DLL* Teacher Leader commented that while evaluation of teachers beyond looking at student outcomes is not well documented, self-evaluation and evaluative peer feedback are built into the training approach. The "Behind the Glass" sessions provide particularly important opportunities to analyze problems and discuss strategies for improving a teacher's performance.

Lessons from Experience

One of the biggest challenges for the expansion of the *DLL* program is that it does not fit neatly into the existing school program. First, as a pull-out approach, it runs against the tide toward mainstreaming. Second, labor-intensive individual tutoring does not seem cost-effective to those whose accounting focuses on short-term benefits and whose budgets are very tight. Because of these perceived obstacles, *DLL* program developers so far have been able to convince only a handful of principals to adopt the model. As might be expected, the principals are more prone to support the model if Title I resource teachers are used because their work often involves serving fewer children in pull-out sessions anyway. One *DLL* Teacher Leader reported that many more teachers want *DLL* training than there are sites willing to adopt the model. Project leaders cultivate opportunities for expansion by publicizing the documented successes of the *DLL* approach.

The *DLL* program has worked well in TUSD because of the district's strong policy of maintaining bilingual literacy. Other sites that shift instruction entirely to English before Spanish literacy is fully developed have found it difficult to realize the full benefits of investing in *DLL*. To bolster support for programs that promote long-term student success, *DLL* promoters have learned to cite recent research in early language acquisition, which shows the correlation between primary language development and second language acquisition, and to disseminate evidence from their research on *DLL* widely.

EDUCATIONAL LEADERSHIP IN BILINGUAL EDUCATION

University of Texas at San Antonio
San Antonio, Texas

Goals and Context

In the Division of Bicultural-Bilingual Studies at the University of Texas at San Antonio (UTSA), Title VII projects—including the most recent, Educational Leadership in Bilingual Education (ELBE)—have been increasingly governed by a desire to effect systemic improvement in bilingual education through four strategies. First, program activities, courses, and workshops provide participants with models of effective teaching and a sound theoretical foundation in the general principles of pedagogy and language acquisition, in addition to a well-rounded liberal arts education. Second, more focused and extensive field experiences, including individual, small group, and whole-class teaching as well as activities with parents and debriefing sessions with professors and peers, give teacher candidates ample opportunities to learn how to apply the principles of good practice. Third, participants learn how to exercise leadership appropriate to their professional level, becoming articulate about the special issues related to the education of language minority children and effective, knowledgeable advocates in the wider education community. Fourth, participants learn how to conduct research on dimensions of their work, acting as subjects, investigators, and collaborators.

Project developers designed ELBE to prepare bilingual teachers to work productively in the context of shared decision-making and site-based management. The project's guiding philosophy is that teachers' behavior, although formed initially by their own experiences and professional education, is significantly affected by the school

ELBE

environment. Teachers must therefore acquire the knowledge and skills to understand how the environment influences their practice and accept some responsibility for creating an environment that influences practice positively. This philosophy infuses program planning and delivery in the Division of Bicultural-Bilingual Studies and in its collaborative activities with other teacher education faculties at UTSA.

UTSA and the Division of Bicultural-Bilingual Studies plan professional development activities with a view to serving the particular needs of the San Antonio community. The metropolitan area of San Antonio is about 50 percent Hispanic, and many students enter school with the need to add English to their language repertoire. More than 80 percent of the students enrolled in San Antonio Independent School District (the largest of 20 serving the area) receive free or reduced-price lunches.

Project Description

Programs. ELBE provides four kinds of opportunities for candidates to develop leadership skills and knowledge while acquiring an endorsement and/or degree in bilingual education. All participants receive money for college expenses, and undergraduates receive an additional stipend to help with related costs (for example, childcare). Undergraduates complete 58 credits in general education (including six credits in Spanish), 27 credits in interdisciplinary studies (the undergraduate major designed for prospective elementary educators), 18 credits in professional education (including student teaching), 24 credits in bilingual education (culture, language analysis, psychology, teaching methods), and three to nine credits in intermediate or advanced Spanish (depending on how much more study is needed to reach the proficiency level required for bilingual certification). Candidates may also be required to take courses to improve their English, if tests indicate further study is needed. Teachers adding a bilingual endorsement to their credentials enroll in at least six courses in culture, second language acquisition and teaching methods, and related subjects. To earn a master's degree, teachers complete 36 semester hours in teaching methods, culture, assessment, ethnographic research, philosophy, and language acquisition. The program for administrators was not designed to lead to a degree, but, rather, to extend participants' knowledge of issues related to bicultural-bilingual education and administration. (Most administrators already have a master's degree, and UTSA does not offer doctoral programs.)

According to program developers, all four ELBE programs stress the importance of elements identified in the literature on general teaching effectiveness and language acquisition. These elements include: using a diverse repertoire of active teaching strategies, communicating clearly the expectation that students will achieve high standards of performance in academically challenging work, using both English and the students' primary language, promoting second language acquisition within content instruction, drawing on students' cultural background to mediate learning, and using research and reflection to improve professional practice.

At all four levels, programs also examine the roles and relations of educational institutions and organizations, so that participants enter new professional positions with a kind of "resource and authority map." This knowledge of how the system works—or is intended to work—facilitates problem solving and further supports a proactive, responsible approach to developing and maintaining effective educational arrangements that ELBE makes its goal.

Participants. ELBE developers advertised widely for applicants, using many media resources, especially those targeted to the Spanish-speaking community. They responded to 550 inquiries to clarify the basis of selection and received 269 applications. Ultimately, 65 students completed the full application process to fill up to 35 undergraduate slots; and 34 postbaccalaureate candidates and teachers applied for about 30 slots in the other three programs. Twenty-three undergraduates and 13 others were selected (three masters candidates, three administrators, and seven teachers desiring a bilingual endorsement). Of the 23 undergraduates, all had completed the 58 credits of required general education; 21 were classified as sophomores and two as juniors at the time of their admission. Replacement students are selected when participants drop out or finish the courses. District personnel officers and supervisors nominated teachers they thought would be successful in the ELBE program.

The selection criteria for the program were: (1) academic potential, including a 2.5 GPA on a four-point scale; (2) proficiency in English and Spanish; (3) experience working with language minority children and parents; (4) cultural awareness; (5) evidence of community involvement; and (6) commitment to bilingual education. University personnel based selection of the undergraduates on interviews and application packets. School district personnel decided which of the postbaccalaureate applications to forward from their own districts, with university personnel making the final selection. The screening committee chose only those candidates who had strong credentials, leaving some slots empty for a time rather than filling them with applicants who had less-than-adequate preparation.

Project activities. All programs include courses related to the candidates' career goals; some courses have been developed especially for this project. In addition, project activities for undergraduates cover seven areas: (1) extended field experience; (2) computer applications for bilingual and English as a Second Language (ESL) instruction; (3) parent involvement; (4) cultural understanding; (5) professional enrichment, such as conference attendance and presentations; (6) certification test preparation; and (7) Spanish language enrichment. Postbaccalaureate certification candidates also take some of the preparation courses. Graduate students and administrators attend seminars, courses, and workshops related to planning and managing bilingual education programs.

All participants must attend and report on cultural events in the community—which most have found to be illuminating experiences, even when the subject is already familiar. They also attend seminars that provide a context for cultivating and maintaining the capacity to discuss professional interests in Spanish, as well as present materials developed for use in field placements or their own classrooms, and receive feedback from peers. Undergraduate participants must attend 10 seminars a year, at least four in each semester, and each of them presents a report to the class at least once. First-year participants focus on the social use of Spanish and make presentations on content that is familiar to them, such as crafts or recipes. Second-year participants' presentations focus on interactions and might cover topics related to

ELBE

politics, literature, or music that engage the others in conversation or debate. Third-year participants focus on classroom Spanish, usually consisting of lesson presentations in core subjects, followed by peer critiques, also in Spanish.

Whenever possible, preservice ELBE participants do more fieldwork than do regular teacher education students. In addition to the seminars and cultural events, they complete at least 24 hours of observations and at least 10 hours of afterschool tutoring in the same school. Their extended fieldwork is often done with other ELBE participants or graduates, who report that the contact is stimulating and rewarding. In one of ELBE's cooperating schools, the faculty's active engagement in a variety of instructional and organizational innovations makes an exciting context for preservice field experiences. This school has initiated a two-way bilingual program that begins in preKindergarten. By kindergarten, students are writing their own stories with IBM's Writing to Read programs in Spanish and English. ELBE project faculty members use school-based project activities to promote new collaborations with non-ELBE school personnel focused on innovative programs for children. This generative approach stimulates each school to become an even better site for teacher candidates and aspiring Teacher Leaders to learn.

Graduate students in ELBE decided to adopt a version of the Funds of Knowledge for Teaching model [see related profile on page A-10] and each conducted home visits with the families of all the students in their classes. They used a structured interview to learn about families' language and cultural resources, talents, membership, life histories, and other information that might suggest ways to enrich the regular school curriculum. One participant used these interviews to initiate dialogue journals with parents. She and parents use the journals to communicate about areas of common interest, such as children's progress and school activities.

Spanish language maintenance. Students are required to develop lesson plans and conduct lessons in Spanish from the time they enter the program. The professional seminars for undergraduates are conducted in Spanish, as are parent involvement activities at field sites. Students take at least one advanced methods course taught in Spanish. This course, required for ELBE participants, also includes English-dominant student volunteers from the ESL certification program with varying levels of Spanish proficiency. In this course, students with different language abilities work in cooperative learning teams to complete course assignments and expand their understanding of the challenges presented by an unfamiliar language of instruction.

Funding and support. A Title VII grant covers most project expenses, although some part of the staff members' salaries is paid by the university. Title VII provides tuition and stipends for participants. UTSA has an institutionalized bicultural-bilingual studies program that operates even without Title VII support, but most of the ELBE participants would not be able to attend college without the assistance made possible by the Title VII grant.

Project Outcomes

An outside evaluator reports high retention, solid academic performance, and high completion rates among the undergraduates. The project and related activities—papers, book chapters, research programs, and conference presentations—are generally considered to have significant beneficial effects on the professional environment for bilingual education and teacher preparation in the area. There continue to be more qualified applicants than available slots. Student assessments of courses and project activities reveal high satisfaction. An evaluation of the required Spanish-language methods course showed that it achieved its goals with respect to improving language proficiency, knowledge of interactive teaching strategies, and awareness of both the need to acquire a professional vocabulary and the frustration experienced by those unable to express themselves freely and completely in the language of instruction. For example, in a moment of empathy with LEP students, one English-dominant course participant who had struggled to make herself understood in less-than-fluent Spanish reported, "People don't like me as well in Spanish."

Active leadership is the hallmark of ELBE participants. Undergraduate juniors meet with sophomores completing core requirements at community colleges and give them tours of the university campus to ensure their easy transition to upper-division work. At UTSA, the Bilingual Education Student Organization (BESO), promoted by ELBE participants, has won awards for its contribution to the quality of university life. In addition, BESO members make presentations at local, state, and national meetings of bilingual educators and are respected advisors in the national network of bilingual student educator organizations. Graduate participants lead project-related initiatives at their schools, and ELBE administrators have gained local prominence for the educational innovations they have launched from their school or central office positions.

Lessons from Experience

ELBE was originally designed to provide graduate as well as undergraduate training, but staff members discovered that the applicant pool for the undergraduate program had stronger candidates. In its first year, about one-third more undergraduates were selected than had been planned; applicants with solid credentials still had to be turned away. On the other hand, fewer applied for the graduate slots, fewer of those were invited to interview, fewer were offered slots, and fewer accepted them. Project leaders hypothesized that two factors accounted for this difference in applicant pools. First, those who already had masters degrees—the case of principals—had little incentive to engage in more formal coursework. The Texas career ladder is no longer operational, and UTSA is not a doctoral-level institution. (UTSA is one of a group of universities petitioning for the right to develop doctoral programs on the grounds that its region of the state is severely underserved in this dimension of higher education.) Second, inservice teachers may have more opportunities for professional development and hence might not need the opportunity that ELBE could provide. Those who applied and were accepted in the graduate programs had a high degree of personal interest in improving their capacity to serve, but few were in a position to gain status or salary increases for doing so. Drawing on this experience, in its second year ELBE shifted funds to support more undergraduate slots and offered an intensive, three-week summer institute for graduate-level ELBE participants and their colleagues. This strategy made a significant contribution to achieving project goals.

Project staffing has been a challenge. In part to avoid the problem of occupying the time of tenure-track faculty with all of the implementation work, ELBE's plan includes provisions for non-tenured professional positions to provide coordination and some supervision. Although this plan resulted in tenured faculty's having time to participate in the institutional and research activities expected of them, it was not immediately successful in producing a stable professional support staff. Those whose professional qualifications meet the high standards demanded by the project either have other, higher-paying, long-term career options or, having accepted a position, discover that its scope leaves little time to pursue their own university studies. This problem was eventually resolved, but it served to underscore an area of concern for many university-based projects.

ESOL INSERVICE PROJECT

Dade County Public Schools
Miami, Florida

Goals and Context

Of the 300,000 students in the Dade County Public School (DCPS) district, which encompasses Miami and its suburbs, about 45,000 have limited English proficiency (LEP). A large majority of these students are Spanish-speaking; the second largest contingent is Haitian, but dozens of other primary languages are spoken. In DCPS and the rest of the state, periodic clashes occur between those who advocate an English-only approach to instruction and those who support use of primary languages to ensure students' mastery of the core curriculum. About 10 years ago, the Dade County Council passed an English-only ordinance prohibiting the use of any language besides English for official government business. Although the measure was largely symbolic and was recently repealed, it codified an anti-immigrant sentiment that had been brewing for some time and still affects relations among ethnic groups. In the absence of supportive public policy, schools serving LEP students throughout the state sometimes adopted instructional approaches ill-suited to their students' needs; consequently, students' academic progress suffered.

In the summer of 1989, a group of eight plaintiffs—known as the Multicultural Education Training and Advocacy (META) Project—informed the state education agency of its intent to sue on behalf of underserved students with limited English proficiency. The suit was based on the state's failure to establish statewide standards and guidelines for the provision of services to these students. META and the state negotiated an agreement (called the consent decree) that prescribed a four-part remedy: (1) identifying, assessing, and monitoring the progress of language minority students; (2) providing LEP students with access to teachers trained to meet their needs; (3) requiring teachers to obtain appropriate training and certification; and (4) evaluating program effectiveness. In practical terms, the consent decree requires all teachers working with any LEP student to participate in courses related to teaching English to speakers of other languages (ESOL) and, in some cases, to earn formal bilingual or ESOL credentials. To meet the terms of the decree, DCPS and other Florida districts were faced with the responsibility for setting up immediate training for a large number of teachers and winning the teachers' cooperation in this endeavor.

DCPS saw the decree as an opportunity to expand existing professional development activities, and, as soon as the terms were announced, the director of Bilingual/Foreign Language Education and

Training at DCPS began developing a plan. Her commitment and vigor arose from first-hand experience learning English as a second language. Through her efforts and those of her colleagues, the DCPS's Bureau of Human Resource Development created a program of inservice training that allows teachers who need ESOL endorsement, desire professional growth, or want recertification to enroll in the necessary courses during times when they are not teaching.

Project Description

Participants. All teachers providing instruction to students with limited English proficiency must attend training sessions. This includes basic ESL teachers with and without prior experience, primary language teachers (other than English), and teachers of basic and non-basic subject areas with LEP students in their classes. By May 1993, DCPS had determined that the terms of the consent decree prescribed additional training for about 15,000 teachers, one-third of its teaching staff in grades preK-12. Of these, 2,136 are basic ESOL teachers; 8,203 teach core subjects in English to LEP students; 2,303 teach core subjects in primary languages; and 9,283 teach LEP students in other subjects. Most teachers work in schools that serve culturally and economically diverse students. (The LEP immigrant student population includes economic and political refugees and members of prosperous families from the international business community.)

Courses. Teachers are able to meet their training requirements by taking courses offered several times throughout the year to accommodate their schedules. Courses are offered in afternoons and evenings during the school year, all day Saturday for seven weeks, and in summer institutes that run for seven consecutive seven-hour weekdays in June and July. All classes meet at schools or the Dade County Training Center. During the seven-day summer sessions, any participant absent more than one day is automatically dropped from the course; two absences are allowed in afternoon and evening courses. Teachers may take up to three courses in the summer session.

The eight courses offered are: Methods of Teaching ESOL, ESOL Curriculum and Materials Development, Cross Cultural Communication and Understanding, Applied Linguistics, Testing and Evaluation of ESOL, ESOL Issues and Strategies, Home Language Strategies, and Issues and Strategies for LEP Students. Courses consist of combinations of lecture, films, discussion, homework, role-plays, and small-group activities. In addition, trainees apply new ideas in lessons that their supervisors observe and assess, and they write reviews of current articles or publications on second-language learning and methods.

Requirements. All teachers who have LEP students in their classrooms must acquire a certain number of Master Plan Points (MPPs) within six years. The number of points and the timeline for completion depend on their teaching assignment (for example, ESOL or content area) and prior experience. Points are achieved by completing the courses offered through the program. Basic ESOL teachers who provide students with LEP primary language arts instruction must take five courses of training. Basic ESOL teachers with prior experiences need only take one course (any one other than Applied Linguistics). Primary language teachers who teach LEP students basic subjects in their native language must take Home Language Strategies. Teachers of other non-basic subject areas must take a mini-course called Issues/Strategies for Teaching LEP Students.

Although the state did not require districts to begin training until July 1991, DCPS's bilingual/ESL program director quickly began training assistant principals for 87 school sites throughout the district. These administrators then trained teachers in their own schools.

Institutional collaboration. Today instructors from the district and the Region 5 Multifunctional Resource Center, located at Florida Atlantic University, provide most of the training for the program. They offer courses in use of cross-cultural ESOL materials, curriculum development, applied linguistics, and assessment. Other instructors include certified ESOL teachers with masters degrees. Almost all instructors and staff are bilingual.

Accountability. Using a powerful management information system, the district monitors the training status of each teacher with LEP students. Whenever a student with limited English proficiency—as identified by an oral interview and a standardized test—is assigned to a teacher's classroom, that information is entered into the computer system. Monitors review the inservice background of the teacher for compliance with the terms of the consent decree. If the teacher's training status differs from META requirements for the student's placement, the school loses district support for the teacher's position. Thus, schools and teachers have a strong incentive to take the requirements seriously.

Project Outcomes

By May 1993, more than 9,000 teachers had completed the course in ESOL Issues and Strategies, and 3,000 had completed the course Issues and Strategies for LEP students. Several hundred teachers had completed one or more of the other courses.

The director reports that many changes are occurring in classrooms of teachers who have gone through the training. Most importantly, she notes, many teachers are exercising initiative to find better ways to reach their language minority students and, sometimes, to reduce reliance on traditional methods and texts. In content areas, she sees more teachers using peer tutoring and heterogeneous grouping to help students with limited English proficiency. She has also noticed greater use of visual aids, outlines, advance organizers, and charts. Finally, the director believes that many teachers have become more culturally aware and sensitive, and that fewer staff demonstrate the effects of ethnocentric biases, such as assuming that lack of eye contact during a conversation indicates lack of respect.

In evaluations completed after each session, participants comment on how much they have learned. The feedback suggests that teachers often begin the course with hostile attitudes toward the mandatory training, but most eventually recognize they have learned a considerable amount about ESL instruction and specific techniques to use in their classes. Several project participants have expressed interest in becoming fully certified in ESOL or bilingual education as a result of their training.

Lessons from Experience

Because the consent decree presents a top-down mandate, the program frequently finds itself combatting reluctant or unenthusiastic teachers who undergo training unwillingly. Some teachers also expressed concern that what is required today may well change tomorrow, rendering their training credits worthless. One way the program deals with these concerns is to begin each class with an introduction to the META decree and the pedagogical purposes that underlie the training. Furthermore, because the training is an extension of an existing district professional development program, staff can point to the consistencies of this program over time. All META-mandated courses apply to certification and recertification requirements, and the credit can be "banked" by teachers who have already completed continuing education requirements for the current period of employment.

Both teachers and district staff worry that the program targets too many groups of people at once. Courses are necessarily geared toward a heterogeneous group of teachers (K-12) with a variety of experiences and classroom situations. Because the program serves hundreds of teachers each year, project staff are struggling to figure out ways of tailoring the courses to match the needs of those in different assignments.

FONTANA CAREER LADDER

Fontana Unified School District
Fontana, California

Goals and Context

Located 60 miles directly east of Los Angeles, San Bernardino County and the city of Fontana are magnets for new immigrants to California. In Fontana Unified School District (FUSD), the population of Hispanic students—the district's largest language minority group—increased from about 19 percent in 1980 to almost 50 percent in 1993.

Since 1986, the district has enjoyed the leadership of a vigorous superintendent who has established strong, cooperative relations with the community, the Board of Education, and the faculty, and who has encouraged innovation and risk-taking. District staff members characterize the superintendent as a charismatic leader who promotes organizational arrangements that support professional development and empowerment. Rather than dictating or directing, central office administrators provide opportunities for staff to acquire the knowledge and skills needed to make informed procedural decisions that affect their work. According to the coordinator of bilingual and ESL programs, "Staff development became the district's key to change through learning and collaboration."

A late 1980s needs assessment revealed that increased immigration to the area demanded an immediate increase in efforts to provide educational services to language-minority students. However, educators certified to teach students with limited English proficiency were in short supply throughout the state. District officials reported to the California Department of Education a shortage of 88 such specialists in 1989.

In the fall of 1989, FUSD's bilingual/ESL program coordinator requested that the Fontana School Board establish a bilingual teacher Career Ladder program to increase the number of certified bilingual educators in the,district. In December 1989, the board unanimously approved the Career Ladder, which began during the spring semester of 1990 as a pilot program. Fontana's Career Ladder now supports its participants in teacher preparation programs at two community colleges and a university and hires them after graduation to teach in the district. The cornerstone of the district's bilingual education plan, the Career Ladder offers a comprehensive approach to recruiting and developing the talent of school district personnel.

The plan gains its strength, in part, from its coordinator's energy and commitment. Chief designer of Fontana's bilingual program, she is also an officer in the National Association of Bilingual Educators (NABE), the California Association of

Bilingual Educators (CABE), and other professional organizations, frequently making presentations about the district's bilingual program during annual conferences. A native of the area, she is well connected throughout the academic and professional community.

Project Description

Participants. The Career Ladder is open to all classified employees of the district; only an interview and a completed application are required. Once accepted, participants must maintain their academic standing and make steady progress in the program. Participants will work in Fontana schools either as classroom aides or in other positions until they earn a California teaching credential. Most participants are bilingual classroom aides, but several bus drivers, clerical workers, and other support staff have taken advantage of the opportunity to resume study through the Career Ladder.

Fontana

Elements of support. The Career Ladder pays all participants' educational expenses, including college or university tuition, application and parking fees, and textbook costs. The project eases the way for participants; they explain: "We go to the university and sign up for classes and pay nothing.... We go to the book store and don't wait in line. We just pick up our books and sign for them." For first-in-the-family college students and busy adults, such forms of support may be very important.

The program also promotes professional and emotional strength. The program facilitates access while supporting achievement of high standards. "It's easy to get on the Career Ladder," one participant explained, "but it's not easy to continue on track." To help them stay on track, participants attend regular meetings with FUSD supervisory staff in which, to use the coordinator's words, "We share our lives as teachers." They exchange information, relate experiences, and brainstorm potential solutions to problems. Speakers, professional trips, and discussions of general employment skills enrich the gatherings, which provide Career Ladder participants with a network of educational resources. The reassurance they find in such collegial meetings is highly valued; as one participant commented, "Encouragement isn't something you can find just anywhere." The coordinator considers these meetings as critical to the preparation of candidates as the content they learn in college or university classes. The school district assists credential applicants in preparing for the rigorous tests leading to California teacher certification.

Tierra y Agua

Fontana

Institutional collaboration. The district has cultivated strong relationships with two nearby community colleges, Valley and Chaffey, and with California State University, San Bernardino. Each of these institutions offers Career Ladder participants the undergraduate and preservice professional education required for California teacher certification, as well as career counseling, course advising, and individual student assistance. The three institutions provide support that is more accessible to participants than to the school population at large—a feature that many institutions report is essential for retaining the enrollment of adults who face the multiple demands of working, going to school, and raising a family, as Career Ladder participants do.

Accountability. Participants sign a legally binding agreement that commits them to the pursuit of an educational program that prepares them to be bilingual teachers. For every year of district support, they agree to teach one year in Fontana USD. If participants move or drop out of the program (which very seldom happens), they must repay the district by a certain date for the expenses the district has incurred. Certified graduates of the Career Ladder program are guaranteed a job in the district.

Funding. The major funding sources are the California Emergency Immigrant Education Act (EIA) and LEP Programs. Because the program is embedded within the district's management and staffing structure, its funding is stable and continuation is assured.

Related programs. The Career Ladder is part of the district's bilingual program, which also offers introductory through advanced language training for district personnel, preparation courses to meet the requirements for California language development certification, and the Fontana Future Bilingual Teachers of America (FFBTA) program. Future Teachers is conceptually, though not formally, linked to the Career Ladder program. The FFBTA encourages high school students who speak a language other than English to consider teaching as a career. The bilingual/ESL coordinator, who directs the Career Ladder, calls it "the first rung in the ladder." Future Teachers offers a semester-long afternoon seminar that develops students' understanding of goals, methods, and teaching strategies for language minority students. Participating students are eligible for jobs in the summer and, depending on class standing, during the school year. They can serve as paid tutors in elementary school bilingual or ESL classrooms, earning $4.25 an hour for their work, paid through EIA funds. FFBTA students are not expected to make a commitment to the district beyond their high school years, although the district is particularly proud of the students who are proceeding through the pipeline to become teachers, either through Fontana's Career Ladder or through other means.

Project Outcomes

The project coordinator has made evaluation a core component of the Career Ladder. For her dissertation (culminating a doctoral program funded by Title VII), the coordinator interviewed participating and nonparticipating bilingual aides and collected other descriptive data on the project. Results show that about 50 district personnel have participated in the Career Ladder since its inception at an average cost of $100 to $500 per person per semester, depending on levels of classes taken. The total cost through 1993 is $68,333, a sum which has paid for 1,554 units of credit at the university and community colleges, an average of 30 credits totaling $1,370 per participant. Through this program, three participants have earned bilingual credentials and have begun teaching in Fontana. More than 40 others are working toward their teaching credentials. Four FFBTA students to date have graduated from high school and enrolled in the district's Career Ladder program.

Participants demonstrate a sense of pride in their involvement in the program and in their educational and professional achievement: "You feel the support.... The program helped me to define my goal and pushed me to [achieve] that goal." Around the area, other districts look to Fontana's Career Ladder as a model, and some have begun their own programs.

Lessons from Experience

Because most Career Ladder participants are mature adults who juggle the demands of family and work with those of professional development programs, support from the family is critical to participation and completion of the program. They find ways to recruit family backing. According to one aide, "Sometimes it takes me a little bit of explanation. I talked to my husband before I signed the contract." Elaborating on the complex balancing act required to achieve her career goal, another said, "You have to know your limits; you have to know what you are able to do," and her colleagues concurred. Finding efficient and effective ways to attain high professional standards without shortchanging other responsibilities is an ongoing challenge. The project coordinator has recommended establishing more contact with university liberal studies staff for counseling and advisement for participants. District, community college, and university personnel frequently review their formal and informal arrangements to maintain and improve the timeliness of their responses to participants' needs. Keen competition for scarce dollars among regional programs sometimes makes collaboration difficult, despite the vision, commitment, and mutual respect of leaders in bilingual education.

FUNDS OF KNOWLEDGE FOR TEACHING

University of Arizona
Tucson, Arizona

Goals and Context

"Funds of Knowledge for Teaching" (FKT) is a project of the Bureau of Applied Research in Anthropology (BARA) and the College of Education at the University of Arizona. Researchers there use the term "funds of knowledge" to describe the information, methods of thinking and learning, and practical skills related to a community's everyday life. At the core of this concept is a notion of culture as a dynamic entity—not simply a collection of foods, clothes, and holidays, but a way of using social, physical, spiritual, and economic resources to make one's way in the world. In FKT, anthropologists, teacher educators, and teachers learn about the funds of knowledge possessed by students and their families in order to gain insight about connections among ordinary curricular goals and students' experience in the community. Together they devise new academic materials, strategies, and activities that build more sturdily on what students know and can do outside of school.

FKT is part of a broader anthropological research project that is attempting to map the funds of knowledge in several Native-American, Mexican-American and African-American communities. Topics developed in the larger project focus on basic anthropological concerns, such as community infrastructure, family economy, workforce participation, and language planning.

FKT concentrated its initial work in the Tucson area, home of several culturally diverse groups. The Mexican-American community includes members with deep roots in Tucson, those who are new immigrants intending to stay, and those who cross the border frequently because of work and family ties. In this community, some members are fully bilingual and bicultural, and some operate primarily in one culture and language. (In Tucson, as elsewhere, many persons of Hispanic background speak only English.) Hispanic students account for 37 percent of Tucson Unified School District's enrollment. Native Americans comprise more than 3 percent of the enrollment in Tucson schools and a larger percentage in nearby outlying districts. The Native Americans in FKT are Yaqui and Tohono O'Odham, and many speak Spanish (either in addition to or instead of their tribal languages). About 6 percent of TUSD's students are African American. Including them in the project enables researchers and teachers to see beyond cultural variables that are flagged by language differences.

Project Description

Overview. FKT involves four central activities: (1) training teachers in ethnographic methods of collecting information,

(2) analyzing the content and methods of typical school lessons, (3) conducting collaborative study by teachers and researchers of interview results and classroom practices, and (4) developing instructional units that use the content and methods of home learning to inform the content and methods of school learning. The research team has also experimented with a fifth activity that focuses particularly on math. Project personnel are developing a "parent mathematical corps" that works with teachers to identify ways to infuse math lessons with issues and examples from family and community life.

Participants. Certified elementary teachers who volunteered for the project have been the main participants. Individual teachers have opted to make the work part of their graduate studies, but most treat it as an outside research project. They are paid an hourly rate for time they spend in training, interviewing, and developing curriculum. The faculty of one Tucson school chose to make FKT part of its Title I schoolwide project. In this group, teachers participate as part of their ordinary professional duties. However, a small cadre are still involved as paid researchers, and they receive extended training and assume more responsibility for project leadership at the school.

Training. FKT staff, who are teacher educators and applied research anthropologists, teach participants ethnographic data collection methods and concepts, using lectures, readings, role playing, guided practice, interview transcript analysis, interview debriefing, and study groups. The focus of training is the ethnographic interview, during which teachers gather information about families' histories, work-related knowledge and skills, core values, and ideas about education and childrearing. Teachers choose the families of a few of their students—perhaps one to three. They learn how to invite parents to participate as cultural informants, alerting them to the topics of most interest and the purpose of the activity. With the anthropologists' help, teachers develop interview protocols that suggest both what to look for and what to ask. The structure of the protocols permits the parents to direct the flow of information, while providing teachers with probes that clarify and extend communication. Researchers coach teachers on how to develop (and earn) the confidence and trust of the parents in this novel experience—neither social nor ritual, not precisely formal or informal—and how to elicit information and understand its cultural dimensions. Keeping complete and useful records of such meetings is one important skill covered in training.

After the interviews, anthropologists and teachers review the interview results, analyzing themes and information that bear on schooling. At this stage, teachers learn to discriminate between valuable cultural information and facts that are culturally incidental (though perhaps important in other ways). For example, in economically disadvantaged families, the parents' talents and labor history may be essentially unrelated to present employment—if there is present employment. By asking "What do you know how to do?" or "What kinds of things do family members ask you to help with?"—instead of "What job do you have?"—an interviewer can identify the labor resources available to a student, as models of skill, work habits, and responsible community membership. Training in the methods of ethnography helps teachers become more perceptive learners about students' lives. Training in the concepts of ethnography helps teachers understand, identify, and sort information about families in ways that more brightly illuminate the possibilities for effective teaching.

Participants and anthropologists alike report that teachers have a decided advantage over professional ethnographers in at least one aspect of interviewing. Although they are skilled interviewers and observers, anthropologists report that their status as strangers often makes it difficult to establish the confidence necessary to support open communication with families. Parents are ultimately uncertain about the nature of purely scholarly interest in the interview topics. However, parents easily come to see teachers in these circumstances as natural allies, and communications soon grow open and warm. Having asked certain questions, teachers gain insight about parents that engenders real respect for them, and, in the same process, they develop a mutual bond that affects many dimensions of relations among parents, children, and teachers and between the school and its community. Even when teachers' questions seem more personal than formal custom would usually permit, parents usually answer freely because they understand that the teachers share the goal of promoting the students' success. During training, FKT teachers become proficient in some of the anthropologists' methods of learning about people. These methods enable them to improve their understanding of the way the actual cultural content of the lives of their own students may be used as resources for teaching—and this, they report, serves them better than learning collections of cultural artifacts and events that may be ascribed with uncertain validity to a particular group.

Curriculum and instruction. While teachers collect and analyze data, researchers observe their classroom practices and review curriculum materials. Together, they compare the ways children learn at home and in the community with the opportunities provided at school. Their critical analysis of routine teaching showed that, for many lessons, content was seldom illustrated in practical ways, and the structure engaged the students passively. This contrasted sharply with the character of learning in the community, which at its best was highly engaging and contextualized.

Becoming more perceptive and analytic observers enabled teachers to detect aspects of children's everyday learning experience that could be adapted for use in school. Teachers and researchers collaborated on plans for lessons that encouraged students to apply what they already knew to posing and meeting new academic challenges. In periodic gatherings, study groups composed of cohorts of teachers working on the FKT project shared new information about communities' funds of knowledge and developed new lessons that wove together the strands of learning in students' lives. For example, one teacher discovered that a student who visited Mexico often was in the habit of bringing back a popular candy to sell to his friends, who could not buy it in Tucson. Further discussions with students revealed their surprising familiarity with many dimensions of international trade and small business management—knowledge that had not previously been evident in math lessons. The teacher developed an extended interdisciplinary unit on candy making and selling that served as a vehicle for engaging instruction. Other teachers in her FKT study group then discovered similar funds of knowledge among their students, which they tapped in a variety of ways for math, language arts, and problem solving. Parents and other family members acted as outside experts in these lessons, helping the teachers with planning and, often, with teaching. Another teacher discovered during an interview that one parent who made his living as a gardener was a gifted musician. This parent wrote an original musical score based on a classic children's story for his child's class to perform for the school. Through the music, he demonstrated the defining elements of several musical styles, including country, rap, rock, and reggae.

Arizona State University
Funds of Knowledge

Through initial training in ethnographic methods and concepts and follow-up applications to curriculum and instruction, teachers acquire new tools for professional learning and an organizational structure—the study group—for devising new ways to apply what they learn to their teaching.

Funding. Initial support for Funds of Knowledge for Teaching was provided by the Kellogg Foundation, with a grant that covered the costs of development, training, and documentation. The school that adopted FKT as part of its school improvement plan schedules release time for teacher training and family interviews.

Project Outcomes

Debriefing sessions with teachers, reviews of interview results, observations of classroom practices, and analyses of curriculum materials developed from interview information show that teachers talked and acted with more insight about students' backgrounds as a result of their experience with FKT. Teachers whose cultural heritage was similar to that of their students as well as those whose heritage was different learned from the family interviews and related curriculum development. Participants' lessons made better use of contexts, skills, and information familiar to students. Parents who were interviewed came more often to school and shared their own skills more openly, and teachers had more reciprocal and cordial relations with families and communities. Researchers observed that graffiti and vandalism around the school grounds declined when interviews began. Furthermore, students whose families had been visited had higher attendance rates and appeared to be more interested, engaged, and successful in their schoolwork when it built on what they (or their parents) know. Teachers have been working on qualitative assessment strategies that enable them to evaluate student learning more authentically.

Lessons from Experience

The amount of time necessary to prepare for, conduct, summarize in writing, and develop curriculum materials based on good interviews with families is still a matter of considerable debate. Anthropologists envision investing in the painstaking, time-consuming ethnographic process that leads to valid insights and information about families and paves the way to richer teacher/parent communications. With schedules that are already full, teachers resist devoting that much time and effort to an activity that the most "efficient" of them can imagine replacing with a short questionnaire sent home at the beginning of the year. The idea of a questionnaire offers an almost irresistible alternative to teachers because it takes relatively little time to administer and review. However, it does not produce the generative, supportive contact that a well-conducted interview produces, and it is unlikely to push parents or teachers beyond preconceptions about each other that may stand in the way of collaboration. Well-conducted interviews do nurture mutual confidence and respect among parents and teachers—but they take time. Furthermore, early evidence indicates that teachers' construction of knowledge about the lives of students' families must be ongoing if it is to shed light continuously on opportunities for connecting what students know to what they are expected to learn in school. Last year's interview does not offer the right combination of insight and connectedness to support this year's class. FKT developers have worked with groups of teachers to find ways to resolve this tension between the demands of valid and reliable ethnographic data collection and the demands of teaching.

LATINO TEACHER PROJECT

University of Southern California
Los Angeles, California

Goals and Context

South Central Los Angeles has the highest concentration of students with limited English proficiency in the United States. Until recently, its population consisted mostly of African Americans. However, as an area with powerful appeal to newcomers to Los Angeles, South Central has experienced many demographic changes, and the latest brought an influx of families whose primary language was Spanish. Schools prepared to teach native-born, English-speaking students began to enroll increasing numbers of students with limited English proficiency. Paraprofessionals originally hired from the community to provide a bridge between home and school discovered they were unable to serve that purpose because of language barriers. Capitalizing on the varied resources such children brought to school and adding English to their language repertoire demanded pedagogical competencies different from those of existing professional and paraprofessional staff. Tenured staff began to transfer to neighborhoods with more familiar school situations, which added organizational instability to the challenges posed by demographic change. In response to these changes, the University of Southern California (USC) collaborated with the Los Angeles Unified School District (LAUSD) and local teacher education institutions to launch the Latino Teacher Project (LTP), a coordinated campaign to recruit and train new teachers with the skills and experience required to promote student success in South Central.

The goal of the project is to increase the number of bilingual teachers by creating a career track for Latino teaching assistants (TAs).[1] By providing financial, social, and academic support to aspiring teachers, LTP ensures that they will complete their professional preparation programs successfully and secure employment as teachers. LAUSD employs about 17,000 paraprofessionals, and those who work closely with them estimate that a significant proportion would be effective teachers if they completed training.

Almost 40 percent of LA's students have limited English proficiency (LEP), and most of these are Hispanic, although more than 80 languages are represented in the group.

Project Description

Advisory board. A widely representative advisory board shares in project decisionmaking and provides substantial support for participants. Organizations that sit on the board include central and regional offices of LAUSD; Los Angeles County Office of Education; USC; California State University (CSU) campuses at Dominguez Hills and Los Angeles; the Tomás Rivera Center; United Teachers Los Angeles; and the Los Angeles City and County Employees Union, Local 99 (representing the TAs). The universities are the primary bilingual teacher educators in the region, and all three have Title VII programs that extend the potential reach of LTP's influence. At monthly meetings, this board offers guidance to the project director, plans activities that respond to new developments in the school system, and makes *ad hoc* arrangements that support individual participants. Because the economic and political situation in the district has been so fragile, this group maintains the coherence of participants' experience by providing hands-on assistance.

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[1] LAUSD employs paraprofessionals in two tracks: "TA" slots provide three hours of work daily for students who are concurrently enrolled in at least nine quarter hours or 12 semester hours of college courses leading to a degree. Full-time teacher aides receive full benefits and are not expected to be in degree programs.

Participants. The project targets bilingual Latino teaching assistants in their sophomore, junior, senior, or postbaccalaureate years of teacher preparation programs. To maintain eligibility in the project and meet California certification requirements, participants must have a GPA that places them in the top half of their college cohort (usually, about 2.7 on a four-point scale) and make steady progress toward program completion. Applicants who live and work in the South Central area and who are fluently bilingual receive priority.

Recruitment activities. Initial recruiting activities included inviting all bilingual TAs working in South Central schools to an informational meeting. About 500 attended this meeting, and more than 200 applied for the 50 slots available in the first year. Several factors weighed in the selection of candidates. Among them were recommendations from principals and others in their schools, academic records, and the availability of suitable mentor teachers. The goal of recruitment was to identify applicants who were already fluently bilingual and most likely to achieve their ambition to become bilingual teachers in LA if they had the resources offered by the project.

Co-curricular events. Participants are formally enrolled in teacher preparation programs outside the project, at USC or one of the CSU campuses. These programs are similar in that all of them specifically address state certification requirements, but they operate outside the domain of the project. The project itself focuses on creating a professional climate and network of resources that enable candidates to complete their training and earn certification as soon as possible, meeting high standards of professional achievement. The project provides four kinds of help, based on initial research about the obstacles to completion that prospective teachers face. First, it gives each participant a $500 stipend twice a year to help offset the costs of school enrollment. They may use the stipend to pay tuition, books, transportation, childcare, or any other expenses incurred because they both work and attend school.

Second, LTP builds social support by creating participant cohorts and sponsoring social gatherings for participants' families. Because participants are often the first in their families to attend college and many are women whose families expected them to make homemaking a career, LTP sponsors ceremonies and gatherings that show family and friends the value of the participants' work to the community. Participant cohorts study and complete projects together, and they often work in the same school. Such activities teach participants and their families how to work together to meet the rigorous demands of professional preparation.

Latino Teacher Project

Third, LTP arranges workshops to help participants prepare for benchmark tests and systems of advising to ensure smooth, efficient progress through the teacher education program. At workshops, students boost skills in Spanish and English literacy or math, practice test-taking, and review procedures and timelines for certification. Each university offers workshops on different topics, according to availability of staff and other instructional support. Participants can also receive individual tutoring, sometimes provided by LTP colleagues who are paid for their work from project funds. Designated advisors, often members of the project's governing board, meet with students still enrolled in community colleges to make sure they take the right courses for speedy articulation to CSU or USC and with upper-class students or fifth-year certification candidates to make sure they stay on track. For instance, when budget cutbacks reduced course offerings and thereby restricted access to enrollment, the advisors helped students get into the necessary courses. If students enroll in a course before they have mastered prerequisites and their early work is inadequate to meet course demands, the advisors counsel them to withdraw before their failure affects their GPA. LTP students must reach the same standards of achievement as those required of all other teacher candidates—and for bilingual teachers, that standard includes demonstrating high levels of literacy in two languages—but through the project they are given assistance that underpins attainment of such standards.

Fourth, LTP creates a network of professional support that nurtures a well-developed sense of professional responsibility and ambition. Each participant has a mentor trained by the LA County Office of Education in the skills of mentoring, reimbursed $250 per semester for the work, and accorded the status of adjunct professor at USC with full faculty privileges. Mentors are carefully screened and monitored; if they fail to provide the agreed-upon supervision, they are speedily replaced. Mentors, participants, and principals attend special meetings and conferences together at LTP's expense, often either making presentations on project-related topics or listening to presentations by prominent Latino educators or community leaders. LTP has supported their attendance at local, state, and regional bilingual education conferences. Each school and participating organization makes its resources available to LTP candidates, which further emphasizes the importance of being successful in their training. Participants are encouraged to use computers, copying equipment, and telephones at their schools and at the USC project office to facilitate their work.

Funding. The Ford Foundation awarded LTP a three-year grant for $1.5 million, one of seven grants made to teacher recruiting projects around the country. In its first year, LTP opened 50 slots and in its second year an additional 50. Plans for the third year are to expand to new communities in LAUSD and perhaps to other districts. For the most part, the project does not offer direct support for tuition, but relies instead on the informal efforts of member institutions. At USC, for example, the Mexican American Alumni Association matches contributions made by others to a special scholarship fund. At the CSU campuses, LTP participants are encouraged to apply for Title VII grants, and LTP advisors make sure that qualified candidates receive funding whenever circumstances permit.

Project Outcomes

At the end of year two, virtually all participants in the initial phase of the project had made the expected progress toward completion of preparation programs. About 20 percent earned certificates. More than half of those in community colleges matriculated to four-year colleges. (More were eligible to transfer, but accepted advice from LTP mentors to pick up more courses at the cheaper community college rate.) Feedback from participants indicates that, as a result of LTP activities, they receive more support from their families, better guidance on course-taking, more respect on the job, and more stimulating professional experiences. One administrator suggested one indicator of success is that other districts are raiding the project for new hires. The long-term project evaluation plan calls for measuring the rates of retention in the program, passing the certification qualifying examinations, graduation, professional employment, and principals' approval of graduates in their first years of teaching. LTP personnel have completed a survey of 15,000 Los Angeles-area TAs to create a data base to facilitate comparison of LTP participants with others.

Lessons from Experience

The Ford Foundation made the grant to USC, but it soon became apparent that the project's goal would be better served by involving more players in the teacher education community. Representatives of two CSU campuses and other organizations that are sometimes at odds with one another over labor relations or other turf issues "leave their swords at the door"—as one board member put it—and collaborate productively to keep the project running smoothly. Although policies made at the district or institutional level do affect practice, providing timely responses to dilemmas that face individual students cannot be ensured only by policy. The advisory board representatives use their influence to find suitable placements for participants, work with principals, supervise mentor teachers, and in dozens of other ways insulate participants from the most disruptive aspects of the district's current instability.

Project planners originally targeted sophomores, junior, seniors, and postbaccalaureate certification students already enrolled in community college or university programs for the project. However, a review of the applicants' credentials persuaded them to lower the entry point because they discovered that some promising applicants had not yet attained sophomore status.

Finding and keeping mentor teachers has turned out to be a complex enterprise. First, the shortage of bilingual teachers in South Central is severe—there are not many to choose from. Second, LTP teacher education institutions try to select only those teachers who model approaches consistent with those advocated in the preparation programs. This again limits the pool. Third, recognizing the influence the school context will have over candidates' professional development, LTP tries to involve schools that are already engaged in creating stimulating professional climates. It is difficult to find TA placements that have all three conditions. Once mentors are identified, trainers from LA County provide them, their TAs, and their principals with "Developing a Partnership" workshops to create a solid foundation for collaboration. Despite LTP's careful screening and training, some mentors drop out, formally or informally, leaving candidates without adequate supervision. The LTP advisory board takes the mentoring component seriously; if mentors fail to improve their performance after further coaching by principals and university staff, they are replaced, and the recruiting cycle begins anew. Such conditions are tests of cooperativeness that advisory board members have learned to pass: they use their collective knowledge to solve each problem, relying less on formal agreements than on accepting each other's good faith—a reliance that has proved so far to be well placed.

PROJECT *ADELANTE*

Kean College of New Jersey
Union, New Jersey

Goals and Context

Begun in 1988, Project *Adelante*—*Adelante* means "forward" in Spanish—encourages Latino students in middle and high school to remain in school as an investment in their future. Classroom teachers in three participating school districts serve as faculty and mentors in this year-round academic program held on the campus of Kean College of New Jersey. *Adelante* builds students' connections to school and develops their expectations of continuing through college with three strategies: (1) academic assistance, (2) counseling, and (3) a peer support group.

Developed in response to a rapid increase in the area's Latino population, *Adelante* is one of Kean College's many community outreach projects. For the past 20 years, Kean has offered college-level courses in Spanish, creating a climate that welcomes Latino students—a climate that is not often characteristic of the community at large. Both community and school leaders are *Adelante* boosters. Originally sponsored by Kean College and the New Jersey Department of Higher Education, the project now also enjoys the support of a strong business partner, AT&T.

Adelante has five goals: (1) decreasing the Latino dropout rate by strengthening students' preparation for college, (2) stimulating higher academic achievement by students from neighboring secondary schools to increase the likelihood that they will be admitted to college, (3) incorporating the Spanish language and culture into the curriculum to make school learning more meaningful, (4) emphasizing parent involvement in the education of participating Latino students, and (5) increasing the number of Latino teachers.

Project Description

Program participants. Project *Adelante* serves approximately 150 students with limited English proficiency (LEP) in grades 6-12 in designated schools in three school districts—Perth Amboy, Elizabeth, and Passaic—near Kean's campus. Although *Adelante* explicitly targets LEP students, those who exit special programs in their home school by acquiring English proficiency may nevertheless continue in *Adelante* throughout their high school years.

Eligibility for participation is limited to students who live in one of the three districts, attend a designated school, and have limited English proficiency. Students also must be willing to attend and participate in class and activities and work cooperatively with students and project personnel by following general behavioral rules. Parents must agree in writing to support the project actively, a requirement that can be satisfied by attending meetings, special events, field trips, or ESL courses; writing letters of advocacy; and maintaining contact with the program.

Instructional strategies and content. Bilingual coordinators from each participating school district, Kean's Dean of Education and bilingual education faculty, several Kean administrators, and AT&T collaborate on *Adelante*'s plans and activities. The project staff includes a coordinator, 10 teachers, one counselor, 15 bilingual undergraduates in Kean's teacher preparation program, and 15 high school tutors. The teachers are recruited from nearby school districts by the university coordinator, choosing from among the districts' best teachers, with a preference for those who are bilingual educators. Teachers become adjunct faculty at Kean and receive $4,800 per year for their Saturday and summer teaching; in addition, they participate in pre-session planning and professional development meetings for which they are also paid. The teachers work in teams and are assisted by bilingual tutors. Some are students in the teacher preparation program, while others are older *Adelante* participants who have received special training for their tutoring role. (Teacher aspirants include *Adelante* graduates.)

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Adelante instructors use multiple strategies, teaching in both English and Spanish. The instruction is largely content-focused, and teachers use the most appropriate language to achieve the content goals for each class. The program stresses academic development with an emphasis on Latino language and culture. The curriculum uses an active, experiment-based, "hands-on" instructional approach. Each year, the faculty determines an educational theme around which the academy activities are organized. For example, in spring 1992, *Adelante* joined the quincentenary celebration of Columbus' voyages to the Americas by developing programs to help students view the "founding" of the Americas from a Latino perspective. Teachers developed six special projects using the Columbus theme in lessons incorporating mathematics, science, and language arts objectives with topics in astronomy, oceanography, meteorology, and cartography. Students built papier-mâché scale models of the ships, studied the cultures and history of the two worlds, and created a photo essay of the Latin American people who currently reside in the students' communities.

Campus environment. Classes meet for about four hours on Saturday mornings in the fall and spring semesters and from about 9 a.m. to 3 p.m. daily for five weeks over the summer. Students are grouped in three clusters (grades 6-7, 8-9, and 10-12) and meet in two-hour periods in order to allow full development of ideas, topics, and projects. In addition to formal instruction, project activities include career counseling, mentoring, tutoring, and group and individual counseling for students. All classes are held in Kean's School of Education building to expose young Latinos to a college environment, in the hope that if they learn to feel comfortable there, they will begin to envision themselves as part of a college-educated world. *Adelante* staff believe this experience will increase the students' chances of attending college, at Kean or elsewhere. As part of a cooperative agreement with Kean College, each of the districts provides students with bus transportation to the Saturday and summer programs.

Elements of enrichment. Project enrichment activities include a number of field trips and parent involvement efforts. For example, on Parent Days, parents come to the campus on the bus with their children and participate in special classes with or without their children. English as a Second Language classes are among the most popular.

Adelante also connects students with cultural activities in the community and brings prominent Latino and other professionals to the Saturday sessions to broaden the scope of students' ambitions. In addition to speakers, *Adelante* sponsors a mentoring program coordinated by AT&T for students in ninth grade and beyond. The purpose of the mentoring is to introduce students to Latinos who hold established leadership roles and jobs in the community. Mentors meet students initially at the college, but, once the mentorship is arranged, they adjust the time and place of their meetings to suit their convenience.

Funding. The New Jersey Department of Higher Education supports Project *Adelante* as an outreach to secondary school students who are at risk of dropping out of school or who need additional support to ensure that they enter a college program. A state grant supports materials, staffing, and other routine expenses. *Adelante*'s year-long Saturday and summer program costs $1,600 per year for each student, and funding has been stable.

Project Outcomes

As *Adelante* has matured, the program has become more substantive because of its strong leadership. Other colleges and area school districts have replicated the model for their LEP students. According to one of the school-based coordinators, public school teachers say they can tell which LEP students are involved with Project *Adelante* from the students' motivation and their high commitment to and involvement in school. In addition, the English-language skills of

Project Adelante

participants have increased. Pre-and posttests of Project *Adelante* participants indicate that 80 percent of the students increased their English language scores. Furthermore, a high level of parent participation has been achieved, with over 50 percent of parents attending project activities, courses, and award ceremonies.

Lessons from Experience

Project staff attribute the success of the program to support from college administrators and faculty, the local superintendents, and district personnel. Staff view clear, consistent, and written program expectations as essential, and they have found that financial arrangements benefit from thoughtful discussions with and formal approval by the participating school boards. Even with careful contractual negotiations, however, project staff noted occasional programmatic difficulties, such as transporting students to *Adelante* from their homes. The bilingual coordinator in one contributing school district agrees that success lies in achieving open communication among parents, teachers, and college and district administrators.

PROJECT INTERACT

Southeast Missouri State University
Cape Girardeau, Missouri

Goals and Context

Integrating Educational Resources for Access to Children and Teachers—Project INTERACT—is designed to provide English as a Second Language (ESL) training and certification to public school teachers, aides, and other educators who work in districts with significant numbers of language minority students. Because of the great diversity among language minority students and the difficulty of offering programs in each primary language, many districts choose ESL programs that can serve multilingual classes. However, they lack the trained staff to implement effective ESL instruction and look to Project INTERACT to fill the gap.

A number of factors in Missouri have converged to provide fertile ground for Project INTERACT. First, an increasing number of schools in the state are enrolling students with limited English proficiency (LEP) who need special instructional support to achieve regular curricular goals. In 1992, the official count of identified LEP children in Missouri schools was more than 3,000; the majority are Vietnamese and Hispanic, but more than 60 languages are represented, which presents a special challenge for program designers. This count probably does not include a substantial number of the LEP migrant students who attend school in Missouri only in the spring and fall. Second, the state Board of Education and the recently adopted Missouri School Improvement Program require every school district to identify and provide appropriate assistance to its language minority students.

Strapped for funds and qualified teachers, many districts found ways to avoid identifying students as limited English proficient and therefore eligible for special services. Instead, they used more convenient labels, such as "language delayed" or "language disordered." A survey of districts showed they provided a variety of types of assistance to language minority children, but much of it was based on existing programs, such as speech pathology, special education, and Title I, which were not designed to meet the needs of culturally and linguistically diverse children. With the influx of greater numbers of LEP students, the issue became harder to ignore or circumvent.

Training teachers, aides, and other staff in the use of native language and/or special ESL methods that promote student success is central to meeting state mandates. In the spring of 1990, the Missouri Board of Education approved certification requirements in Teaching English to Speakers of Other Languages (TESOL). Southeast

Missouri State University (known locally as SEMO) is one of only three universities in the state that offer TESOL courses. The university had been offering TESOL workshops for credit in the St. Louis area for 10 years and summer TESOL courses for seven years, but in response to new mandates, demographic shifts, and necessary impending changes at the district level, SEMO experienced a dramatic upswing in requests for ESL training by teachers and administrators from all over the state. This increase created an awareness of the acute need for ESL training, especially in isolated rural communities.

Project INTERACT is designed to meet this need. In consultation with other educators, the current project director decided that the most productive first step would be to develop a cadre of trained ESL professionals whose expertise could serve as a resource to colleagues as well as students in their region. Thus, Project INTERACT prepares teachers and other educators to help students learn English in a variety of school settings—regular classrooms, pullout sessions, and afterschool tutorials and to become lead teachers in their schools.

Project Description

Participants and selection. All participants are certified teachers, assistant teachers, or aides. (Assistant teachers have more extensive responsibilities than do aides.) A project advisory committee, composed of knowledgeable teachers and administrators working in districts with established records of commitment to serving LEP students effectively, select the participants. Four priorities guide their decisions. First, candidates must be teaching in communities with concentrations of identified LEP students. Second, they must speak a second language and/or have experience working with people from other cultures. Third, they must commit to completing the seven-course, 21-credit program within a prescribed timeframe. And fourth, each must have a letter of recommendation from a supervisor, indicating support for training and willingness to use the candidate's expertise after program completion. In addition, candidates who have already begun certification programs in TESOL receive preference, to facilitate their work and provide districts with qualified personnel at the earliest time possible.

In the first year of the grant (1992-1993), 10 of the 79 participants were language minorities, and 57 had some experience with second languages and/or working with other cultures. The director took advantage of her extensive, statewide network of contacts in ESL and Migrant Education to ensure broad dissemination of information about the project and to identify and recruit the best candidates. The same network kept her informed about the distribution of LEP students who need help—which seems to be a larger population than those who are formally identified as LEP. As a result, the applicant pool includes teachers from rural schools with small, essentially uncounted groups of LEP migrant students as well as those from urban centers with large, visible language minority populations.

Coursework and activities. Courses are scheduled outside of regular teaching hours—in the evenings, on Saturdays, and during the summer. Classes meet at locations that are central for the participants in each region and, usually, at times that are convenient for all concerned. For example, participants clustered in the St. Louis area requested a weekend model—a few hours on Friday afternoon or evening followed by a longer session on Saturday, on weekends spaced over several weeks—to give them time to digest new information and apply it to their own situations. Course instructors try to arrange the schedule with requests like this in mind in order to expedite progress.

Project INTERACT offers all the courses required for TESOL certification: Introduction to Linguistics, Theories of Second Language Learning, Methods and Techniques of TESOL, Materials Development and Assessment of TESOL, Teaching in a Multicultural Society, and a practicum. Participants also take a three-credit elective. The semester-long practicum experience includes on-site coaching by an expert instructor. Qualified adjunct professors offer courses at several locations in sequences that take into account the needs of local groups. For example, a participant group in the southeast may be starting the program and need the introductory course, while another group in the St. Louis area is ready for the practicum. Course requirements include developing an integrated philosophy of ESL teaching that reflects consideration of theory, research, and personal experience; several units that use content-based language lessons and cooperative learning activities; critiques of ESL materials; and adaptation of regular curriculum materials for ESL students. Course syllabi show a balance between study of the theories and principles of language acquisition and related pedagogical issues, on one hand; and strategies such as cooperative learning, lesson plans, tests, curriculum materials, on the other. Each participant develops a professional portfolio during the program, adding materials created for courses to produce a profile of new competencies. The portfolio includes participant-written materials such as reflective essays and lesson plans, assessment tools, videotapes of teaching and peer critiques; and evaluative feedback from both school and project supervisors.

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Location. The three main areas of concentration for courses are in St. Louis and the northwest and southwest quadrants of the state, which have the largest numbers of identified LEP students, but courses are also offered in the southeast, where LEP migrant students present seasonal challenges, and in the central region, where a military installation, a university, and a migrant workforce all contribute to language diversity. Project INTERACT's director has appointed site coordinators for each area to help her find suitable project participants, qualified instructors for the required courses, and classroom space. Effective networking keeps this far-flung collection of program activities well coordinated, but when communities of learners reach a critical mass, they are supported in efforts to assume more autonomous responsibility.

Funding. Project INTERACT is funded by a generous Title VII Education Personnel Training Grant for the period 1992-1995. Inexperience in grant-writing and developing programs to meet this kind of challenge and difficulty in obtaining accurate demographic data resulted in several unsuccessful early proposals. However, the project director's persistence in applying finally gained appropriate attention to both the problem and her proposed solution. Title VII funds pay for all project costs; participants earn graduate credit for their work and an ESOL endorsement on their teaching certificate. Most indicate that without project support, they would have been unable to participate.

Project Outcomes

Project INTERACT was funded in July 1992 and visited in May 1993, so the project had yet to accumulate the anticipated evidence of success. However, it has an extensive evaluation plan. Among the factors to be monitored are: the number of participants who actually receive their ESOL endorsement, the quality of the curriculum and materials developed (the Project INTERACT director hopes to create a "repository of resources"), the performance of targeted LEP students on the state standardized test, and the amount of contact that Project INTERACT participants have with other teachers and staff who could benefit from their knowledge of how to educate their LEP students effectively. SEMO has made an institutional commitment to support the project, developing formal and informal procedures to integrate project activities into the fabric of university affairs.

Lessons from Experience

After less than a year of existence, Project INTERACT leaders are already concerned about ensuring the quality and integrity of a program that covers such a broad geographical area. For instance, peer coaching networks include teachers in schools that are miles apart. The practicum supervision model is an effective one, but it is time- and labor-intensive. Project INTERACT participants may know something about many ESOL strategies (such as cooperative learning and content-based instruction), but they may not have sufficient time and energy to focus on any one of them, given the dispersion of the LEP student population. The Project INTERACT director has spent a great deal of time planning and arranging the various courses taught by university faculty in different parts of the state and ensuring that course content and participants meet her high standards. Careful groundwork at the beginning will increase the likelihood that Project

INTERACT designers and participants will be able to overcome the many challenges they face in what is often a less than welcoming environment for advocates of language minority students.

Confronted with local and state stereotypes, an unusually high proportion of Project INTERACT applicants are Title I teachers, certified in reading or speech pathology, responding to an upswing in the number of clients referred for "speech" or "reading" problems that in fact were due to lack of English proficiency. Unfamiliarity with the nature of the challenges posed to language minority students by an English-only environment had prompted some districts to apply remedial or special education solutions inappropriately—a problem most effectively addressed, in the view of Project INTERACT developers, by improving the skills and knowledge of the teaching workforce. ■

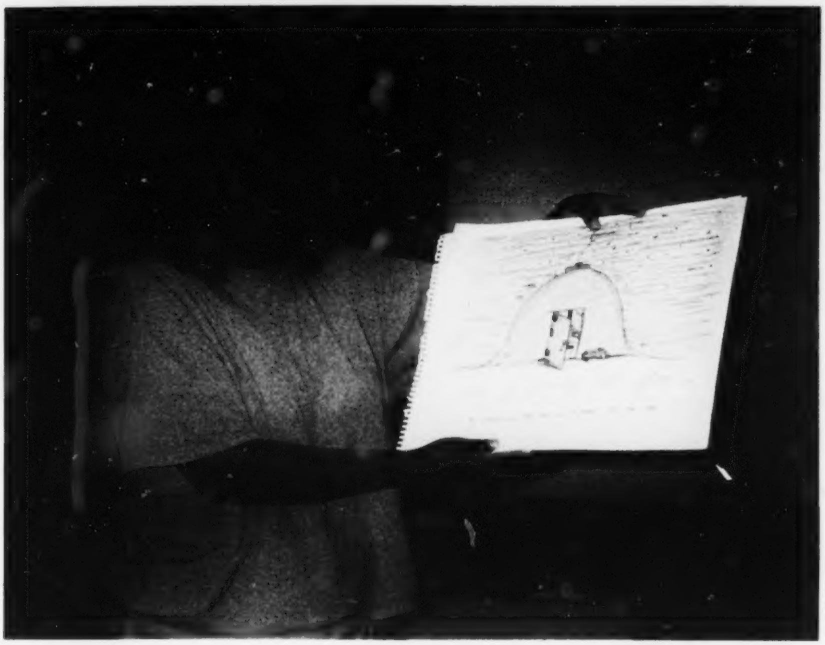
CHALLENGES IN DESIGN AND IMPLEMENTATION

Projects visited for this study proved worthy of the recommendations of experts who directed us to them. Many had formal evaluation results showing high rates of success, and all were making good use of the wisdom of research and practice in their programs. However, because their work is complex and surrounded by social and political controversy, projects engage in ongoing struggles on several fronts. Four concerns seem most problematic: competing goals; quality control; institutionalization; and the effect of a project's nature and practices on the language minority community.

Competing Goals

Adding English vs. Substituting English

English-speaking citizens, language minority citizens, and even prospective citizens are virtually unanimous in their support of promoting English proficiency among all students. However, program evaluations and research in education; language acquisition theory; and cognitive, developmental, and social psychology support the hypothesis that, in general, building a sound foundation of communication skills (including literacy) in primary languages is the surest and often quickest route to English proficiency. This route has the advantage of nurturing students' relationships with their families and communities—whose members may not speak English yet—and building students' self-esteem and identity. In addition, research suggests that introducing a second language associated with high socioeconomic status to language minority students from economically disadvantaged families too early in their school experience results in what some call "semilingualism" and "semiliteracy"—that is, a limited ability to communicate in either language. Furthermore, some studies indicate that abandoning primary language instruction altogether in the intermediate grades, as students acquire English proficiency, may lead to loss of their primary language, regardless of whether the practice leads to proficiency in English. For many students, such a loss also involves loss of intimacy



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with older generations of family and community—a support system that youngsters need to negotiate the challenges of growing up. (Compelling research on these issues is presented by Cummins, 1991; Dolson, 1985; Nieto, 1992; Olsen & Mullen, 1990; Willig, 1985; and Wong Fillmore & Meyer, 1992, among others; and the implications for instruction are reviewed in Lessow-Hurley, 1991.) Paradoxically, when students lose a primary language in the process of acquiring English, they also drift away from achieving an educational goal given high priority by policy makers: fluency in a non-English language for all students.

Although battles rage about the technical adequacy and implications of the research on language acquisition and primary language maintenance, practitioners find that their classroom experience with LEP students of any kind in the sites visited for this study prompts them to reach out to students in their own languages. Many teachers are fluently bilingual in Spanish and English, and others are learning to communicate in Navajo, Khmer, Hmong, Chinese, Russian, and other languages to meet their students at least halfway, even where the diversity of the minority language populations makes real bilingual instruction untenable. However, except for newcomers, most LEP students are immersed in English programs by the end of third grade. Relatively few teachers and administrators seem aware of the evidence that, without ongoing school support for bilingual communication skills, most students will soon lose their primary language proficiency, and their literacy skills in any language may stall at the early elementary level. Few seem to understand that language minority families usually provide better communication modeling in the primary language than in English; hence, some educators interviewed for this study encourage such families to use English at home, whether or not their use of English is skillful. Ironically, as they reach high school, students, if fully educated, may be required or at least urged to learn a non-English language—and by then so completely have they lost their primary language that they must begin all over again.

Many project developers and participants experience the benefits of bilingualism, but even they are not immune to a pressure to promote English proficiency as quickly as possible at almost any cost. Because the social and economic benefits of bilingualism may not be evident until adulthood, the goal of maintaining students' proficiency in primary languages—both as a necessary foundation for second-language acquisition and as a valuable educational end in itself—is sometimes overshadowed by the goal of developing proficiency in English. This may be a case of more haste leading to less progress—the pressure to make immediate gains in English proficiency may slow overall language development and academic achievement.

Promoting Integration vs. Promoting Integrity

Thoughtful professionals at a few sites brought up the dilemma in which the benefits in self-esteem and academic productivity brought by providing separate primary language instruction may be purchased at the cost of community harmony. Strategies that are prized for their effectiveness in forging bonds among diverse students while promoting their academic success may inadvertently erode important cultural values contributing to students' identity, efficacy, and sense of belonging. Strategies prized for their effectiveness in preserving and building on resources of language and culture may inadvertently impede development of productive and respectful intergroup relations.

In this study, two schools with similar proportions of low-income and language-minority students in adjacent neighborhoods illustrate this dilemma. In one school, most LEP students speak Spanish, and their academic progress is supported by bilingual instruction in the early grades. Furthermore, their bilingual teachers provide role models and in other ways reduce the discontinuity students might sense between school and home life. In school, neither their language nor their immigrant status is treated as problematic; the students are comfortable and available for learning. However, this school is often troubled by fights in the lunchroom and on the playground between Hispanic students and the other students; these students have not developed any grounds for friendship because they meet only in these relatively unsupervised public spaces. Outside school, violent clashes between ethnic gangs are reaching crisis proportions, and school does not seem to offer opportunities for children to learn alternatives to isolation and hostility. In the interest of preserving the integrity of language and cultural resources, the school's bilingual program produces ethnic isolation.

In the second school, although the population of Spanish speaking students might support at least one strand of bilingual classes, major proportions of other LEP students complicate the language learning picture. This faculty chose an ESL approach and deliberately made all homerooms heterogeneous with respect to primary language and other factors. They schedule primary language literacy classes after school, and fluent native speakers teach an hour every day. During the school day, students sometimes work in heterogeneous language groups and other times in same-language groups. At this school few racial or ethnic tensions are evident. However, the relative absence of high-status representatives of minority cultures (for example, teachers) and the marginalized position of primary language and cultural studies may communicate a different message about what it means to be an "American" than the one school leaders intend to convey. In the interest of promoting integration and appreciation of diversity, the school may be contributing to erosion of cultural and linguistic integrity.

Deep convictions and extensive knowledge do not provide easy solutions to complex problems, only hard choices with different costs and benefits. Schools struggle with the challenge of finding the right balance between the social and academic goals that are part of their mission. Their strategy for offering hospitable and familiar environments for individual language minority groups might contradict their strategy for teaching students from different groups how to live together, yet research and experience indicate that individual ease and collective harmony are both essential. Project leaders at many sites are experimenting with different approaches in attempts to develop programs that are right for each setting.

Choosing High-Probability vs. High-Risk Participants

Most of the projects in the study chose to make the most of scarce dollars and short funding cycles by selecting candidates with outstanding credentials. Their participants began with relatively high grades, good references, notable commitment, and/or exceptional language skills; in terms of the mission of the project, candidates chosen were the best in the candidate pool. Projects that have operated long enough to establish track records show extremely high rates of success with these candidates, graduating students speedily or adopting new methods effectively. Choosing high-probability candidates means producing immediate results, moving the maximum number of candidates through the pipeline and placing them in classrooms. Given the shortage of qualified teachers for LEP students, this approach has much to recommend it.

In contrast, one project specially requested nominations for and chose a participant group consisting equally of well-regarded candidates and of those who needed to improve. This project adapted a process that was already well researched, enriched it with additions that accommodated the particular demands of the new application, and banked on the proven power of the intervention to bring both high-risk and high-probability candidates to the desired levels of competence. This project also yielded a high rate of success. Given the variability of competence in the existing instructional workforce and the potential applicant pool, this approach also has value.

The final stage of any pre-employment training program must ensure that candidates achieve high entry-level standards. If program funding is on a short cycle and program length is relatively limited, selecting only the best-prepared candidates guarantees that a program will produce capable graduates and earn an impressive rating with funders and employers. Few could be more convincing in their arguments for establishing high professional standards for teachers of LEP students than those whose daily experience reminds them of the job's challenges. Given a short opportunity to train, project staff choose only those who can finish successfully—and these students are often already so well supported and educated that their chances of earning degrees and certification are high even without project support. However, project personnel are also in daily contact with people whose character and ability recommend them for teaching, but whose present achievement is not adequate for them to succeed in appropriately rigorous teacher education programs. Many interviewed for this study expressed regret that the structure of funding discouraged long-term or variable-length programs for these prospective candidates. Such programs would permit teacher educators to apply their expertise to stimulating the academic progress of students more in need of help and less likely to reach the pool of qualified candidates without it. The downside of "creaming" is the same in this employment preparation program as in others—it produces high retention and placement rates but has marginal impact on improving the quality and size of the general applicant pool.

Depth vs. Breadth

Some projects choose a very narrow focus—a single subject, a certain neighborhood, the faculty at one school. They concentrate their resources on achieving a particular goal, and they often succeed because of their intensity. Participants become extraordinarily knowledgeable about the single subject; schools in the target neighborhood shed cloaks of graffiti and emerge as district stars; the faculty becomes a model of collegiality and competence. We saw evidence of transformation at these sites and heard testimony about how things had changed. However, the context of the work of participants at these sites is large, and the potential for their hard-won learning to be ultimately overcome by unsupportive or corrosive environmental conditions is great. These projects may serve only 7 or 10 or 50 participants in communities with candidate pools of 10,000. They fix four schools where scores need repair. The choice to focus narrowly seems to trade scope for quality, when both are essential in the long run.

Other projects focus broadly, aiming to harness several bureaucracies to their task. These projects often show insight about the implications of research, and the scale of their efforts reflects understanding of the size of the task. They attempt to reach thousands of teachers or to weave together coherent programs that span from middle school through college graduation. Legal mandates often do promote extensive activity around the right dimensions of practice, and comprehensive programs hold the promise of reaching the right people. However, it was difficult to determine whether the broadly conceived and implemented programs that we visited had much effect at the classroom level. Indeed, observations, conversations with teachers, and evidence collected in other studies (Fleischman & Hopstock, in press) suggest that effects are minimal in many classrooms. Resources are simply spread

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too thin to support the organizational activities that undergird real change. Without such activities to support effective implementation, projects are seldom successful in changing student achievement.

Quality Control

Preserving Project Integrity under Real-World Conditions

Project integrity suffers sometimes from the newcomer status of its demands, positioned at the margin of teachers' hectic everyday lives and vulnerable to the popular insult of being "too academic" to be practical. Project developers—teams that usually, but not always, include university faculty—have a responsibility to ensure that project design and implementation strategies draw on the best evidence available about successful practice. Their job description includes reading, conducting research, and building models that make good use of what is already known about effective practice. The project model therefore ought to be wisely conceived and deserves to be faithfully—and wisely—implemented. School- or district-based practitioners have other responsibilities, knowledge, and skills. They bring to the projects significant expertise on everyday schooling, the factors that influence the environment for teaching, and the logistics of working with groups of students, among other things. In successful collaborations, project developers and practitioners construct productive experiences by integrating what they know. Authority in decisionmaking derives not from professional power relations—which ought properly to be equal—but from the knowledge bases that inform negotiations.

Unfortunately, in the interest of preserving the appearance of collegiality, one group or the other sometimes gives up ground it should defend. Practitioners may accept an idea that they know is unworkable because they think project developers must know better; project developers may accept mistaken interpretations of plans because they think it is the democratic thing to do. Neither consensus nor majority rule provides a wholly reliable model of decisionmaking in such collaborations; creation of new models may be one of the most important parts of the shared construction of knowledge in any project.

For example, family interviews are part of several projects' efforts to help teachers learn more about the values, customs, and other cultural dimensions of their students' lives and to establish stronger, more supportive bonds among teachers and parents. The goal of learning more about students' actual lives—not just a new set of stereotypes—implies making authentic personal contact and using certain interview strategies that create an agreeable and well-defined, but novel, social ground for the contact. To use a written survey ignores the possibility that parents may not be able to read it—in English or any other language. In addition, even literate adults often view surveys as a type of test, with right and wrong answers. In this context, a survey is not an effective way to gather information about culture. Even a face-to-face encounter must be carefully constructed. To depend on forms of social discourse appropriate for a casual meeting may lead to embarrassment on both sides because the information sought may seem to be too personal for such discourse. Instead, after asking parents if they wish to serve as cultural experts, teachers must schedule an appointment to hold the conversation, frame their explanations with language making their purpose clear, ask questions eliciting the right kind of information, and record the information clearly and completely. For instance, if one wants to know what economically useful talents and skills the family members have, one must ask a question that does not point only to formal employment. Even parents who are currently employed in unskilled occupations or altogether unemployed may have a vast repertoire of abilities developed in other times and places. Furthermore, as every ethnographer knows, a good set of interview notes preserves to a reasonable degree an accurate record of what was shared and provides the basis of later reflection. A good interview process, which might take several meetings, establishes a bond between teachers and parents that generates good outcomes for them and the students. A survey takes less time, but it does not establish personal bonds or go very far in breaking down stereotypes.

One project experimented with having researchers conduct interviews with parents identified by teachers and report the results. The project team—teachers and researchers—discovered that, although the information gathered might be more technically adequate, the value of the process was diminished. The most powerful combination of data collection and community-building occurred when parents shared their insights with teachers, not with researchers.

In projects that rely on interviews, teachers immediately feel the extraordinary time demanded to conduct good interviews, even while they also immediately see how much the process contributes to their ability to reach their students. Their concern with limiting the task to manageable dimensions so they can fit it into their full schedules often drives them to take shortcuts that render the encounter meaningless. Project developers know that a hasty meeting shaped by a highly structured questionnaire cannot generate the information or the relationship that will enrich the context of teaching and parenting. Negotiations between project developers and practitioners must result in a task that has manageable dimensions as well as features that promote a meaningful encounter between parents and teachers. Finding the right compromise—one that accommodates agreed-upon priorities—requires debates that muster the most compelling evidence about each position. Backpedaling to avoid controversy among program collaborators can easily erode program quality.

This tension between what researchers or other educators who are not classroom teachers know must be done and what practitioners are able to squeeze into a day affects most projects. Even in good projects, the temptation to take shortcuts to resolve the tension can cause slippage in implementation, which in turn significantly restricts possible improvements in outcomes for students. If projects are to be fruitful, then unproductive compromises must be resisted. How to resist them and how to settle on more productive alternatives are matters of continuing struggle.

Coordinating the Work of Loosely Coupled Systems

Projects targeting teacher candidates often involve systems with the most tenuous connections to one another, a development that makes the exercise of continuous quality control difficult. Schools, district departments, junior colleges, and universities each have their own agendas and power structures. Even projects operating in a single university have trouble coordinating the contributions of the several departments with responsibilities for training bilingual educators. For example, several projects in our study depend on advising systems outside their own boundaries to help candidates move from high school through community college, university, and certification programs. Ensuring good advice has been an ongoing challenge in most sites. Students may seek help from the designated counselors, take the recommended courses leading to a two-year degree, and discover, when registering for the ensuing two years, not only that they did not need an associate degree, but also that the courses taken to earn it did not all apply to teacher training. Teacher candidates who are the first in their families to go to college often operate under precarious financial arrangements and can little afford delays caused by poorly articulated systems.

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The several dimensions of teacher preparation and continuing education often involve distinct service providers whose work is difficult to coordinate. In some cases, projects have not even attempted to wrestle unwieldy bureaucracies into coherent postures, but have instead relied on individual managers to make the necessary adjustments, occasionally with more attention to the spirit than to the letter of the relevant policies and regulations. For example, in urban areas where negotiated agreements guide decisionmaking about school assignment and reductions in force, some projects have benefitted from informal waivers of protocol. Persuaded that the general trend is in the right direction, the principal parties tacitly agree not to raise a fuss about temporary irregularities. This leaves them vulnerable to complaints about failure to follow the rules, but developing tighter couplings—institutionalizing arrangements—poses a new set of challenges.

Institutionalization

Maintaining Staff Stability

Developing and sustaining an effective project depends on individuals who are very knowledgeable about local resources, personnel, and dynamics. Most projects succeed in part because of the influence of leaders who have deep roots in the community. However, few of these leaders or the important project staff members with whom they work have the kind of job security that other positions in their home organizations entail. For some, the normal organizational reassignment procedure ignores special training or activities that may make a professional more valuable in one position than in another. Both the lack of security and the blindness of transfer policies have negative implications for long-term project success.

A few university-based project leaders have earned tenure and promotion to associate and full professor; others in tenure-track positions aspire to tenure and promotion but are skeptical about their prospects because time-consuming project work may leave little opportunity to write for refereed journals. Application of scholarly knowledge or project direction still ranks below publication, even in institutions whose mission is teacher education. Their fears are justified by the long-standing "temporary instructor" status of qualified colleagues who have chosen to devote themselves to developing and running bilingual teacher education projects and been rejected for tenure. Some projects lean on the willingness of competent PhDs to work on one-year contracts in key roles. In the districts, some teachers and principals who were central to the success of continuing education projects were transferred to other schools or assignments not involved in the project.

Those working in poorly funded districts often face the temptation to use their new teaching credentials in nearby suburbs paying thousands of dollars more each year. For example, bilingual teachers in the Edgewood Independent School District of San Antonio can earn an annual specialty-certificate bonus of $500 to $2,500 more if they transfer to the adjacent San Antonio or Northside districts. Participants in the Los Angeles project are recruited in their schoolyards by energetic personnel officers from nearby districts offering higher pay and better working conditions. In cities like Los Angeles and San Antonio, grim school funding realities wreak havoc with staffing arrangements from month to month. A principal in Edgewood commented in the spring that it was not clear whether any of her outstanding programs—developed collaboratively with the university—would be in place in the fall, after the next move in the ever-shifting Texas school finance case. A top performer in the university's post-masters leadership program, she could earn $10,000 more a year working in a school across the street, in the San Antonio district. Funding equity issues have a critical impact on programs for LEP students and their teachers, among others.

In too many places, bilingual or ESL training programs appear to have prospered in part because qualified essential staff have sacrificed career advancement, job security, or financial advantage to keep them going. Although LEP students have always accounted for a significant part of public school enrollments and their numbers are now growing rapidly, programs serving them are often funded on soft money for short periods. The need for expertise in teaching LEP students in permanent, but financial support is temporary and programs are seldom institutionalized. Such working conditions discourage career commitment.

Providing Helpful Supervision and Sustaining Supportive Working Conditions

Regardless of what teachers or teacher candidates learn in professional development activities, the realities of school life have a lasting formative influence on what they do with students. Many project participants learn state-of-the-art techniques and return to schools with administrators who know nothing about such matters. Teachers often report that their principal's first reaction to cooperative learning was a complaint about the noise and activity levels. Their successful efforts to get students to communicate in a target language might be criticized if the grammar is not perfect. Some projects have reduced such discontinuity by assigning teacher candidates to work with inservice teachers who have already taken project training and/or by including administrators in the training. Increasingly, projects including both university and district personnel cluster their participants in *ad hoc* professional development schools. Developing a school context that sustains new, more effective approaches to instruction eventually poses a challenge to most projects.

Effects of the Project on the Language Minority Community

The philosophies and implementation strategies of some projects seem to have a positive and stimulating effect on the language minority communities they serve, but others may have unintended negative effects. Projects that harness the expertise of community members, through family interviews or curriculum development activities, for instance, create ripples of empowerment, not only for the students but sometimes for the adults as well. For example, according to project staff, parents recruited to participate in some form of ethnographic interview become more interested in school activities, act as resources for the teachers in new lessons based on the interviews, and in general grow more active in supporting their children's academic work. Many teachers conducting ethnographic research in communities reported that they established productive partnerships with parents who had previously not been responsive to school outreach efforts for personal, social, or cultural reasons. Some projects have emphasized cultural understanding and created archives of objects and information collected from respected community members; in a few cases, cultural renewal was a welcome side effect in communities where economic hardship and dislocation had depressed ambition and confidence. At more than one site, project activities have generated a cultural renaissance. Some project groups have actually created a written language and literature where none existed before, and others have made the school a center of cultural events. Many participants reported that these developments provide forums for preserving their distinctive heritage and—equally important—for discovering how their heritage can still inform participation in a wider, multicultural community.

Inviting family members to professional gatherings and social events has also proven to be a useful recruiting strategy. Brothers and sisters, husbands and wives, parents and offspring have occasionally been so impressed with the value of the project to the individual and the community that they enroll in it themselves. In some cases, a cultural value that might have formerly been an obstacle to participation was transformed into an asset. For example, some hypothesized that in Hispanic communities, *la familia*—the close-knit extended family—might discourage young women from leaving a traditional homemaking role to go to college and then to work. Instead, in many cases the families put their resources at the service of their women, providing childcare, helping with housework, and accepting

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regrets for family celebrations deferred on account of the demands of school assignments. *La familia* directed considerable resources toward a new form of nurturing.

On the other hand, projects primarily using ESL strategies to serve thinly scattered or very diverse language minority populations—particularly those that also suffer economic disadvantage—are especially vulnerable to corruption of their mission. It takes time and resources for teachers to acquire knowledge of new cultures, a repertoire of culturally sensitive and unambiguous teaching strategies, and materials that reflect diversity. Most teachers' energy is taken up by the familiar demands of the majority of students and families and the conventional routines and strategies that serve well in the mainstream. Few resources are available for investments in learning new approaches.

Consider, for example, the plight of teachers in California and Arizona: New state reform mandates have reshaped the regular curriculum, requiring coverage of new content and new approaches to instruction. Thus, a native English-speaking teacher may have already had to learn new content and methods, as well as adjust the way lessons are framed, to accommodate the different language and cultural resources of LEP students from one language minority group who have arrived during the past few years, perhaps from Mexico. But this year's immigrants may include Vietnamese and Russians—whose resources are quite different. Learning about them—their gifts, their needs—in order to include them actively makes another demand on scarce time. Establishing authentic contact with families may be difficult. In a bilingual setting, many cues remind teachers and students of the bonds created by their shared language. In a multilingual setting where the language of instruction is English, communication problems abound, making intimacy harder to establish and the temptation to stereotype and generalize psychologically compelling.

Parent education classes based on mainstream beliefs about the "proper" ways to raise children and support their academic success may contradict alternative minority cultural perspectives that are quite useful in their own fashion. In addition, some teachers and parents interviewed in this study found offensive the practice of schools' offering advice to parents, under the apparent assumption that only a single model of childrearing is acceptable. Within the fabric of a particular culture, commonplace recommendations about shared parent-child activities or strategies for behavior management may not make sense. The forms of skilled and loving caretaking that are responsive to developmental needs and opportunities vary across cultures and contexts. Classes that advise adoption of practices well adapted to mainstream culture may not take into account important dimensions of an individual family's life. The classes themselves may set up unequal power relations between parents and teachers, rather than collaborations that build on the resources of families and schools.

Professional development projects aiming to cultivate both skill and insight among teachers and prospective teachers confront not only the challenges posed by competing goals, quality control, institutionalization, but also the broad range of effects that projects exert on the communities they serve. The experiences of project personnel, their students, and their communities, coupled with the findings of research, suggest that policies set at local, state, and federal levels can and do have impacts on student success. The implications for policy are discussed in the final chapter. ■

POLICY IMPLICATIONS

The experiences of these projects and the lessons of research to date offer insight into the factors that nurture projects' success and the ways policy decisions affect their productivity. High standards, financial support, stability, a systemic vision, collaboration between districts and higher education, and preservation of language resources are important factors in the formula for professional development projects that foster the academic success of LEP students.

High Professional Standards

Educating LEP students demands a high degree of professional competence

Professional associations of teachers of LEP students not only embrace the ambitious standards proposed by groups such as the National Board for Professional Teaching Standards and the National Council for Accreditation in Teacher Education, they add their own criteria for excellence. Proficiency in written and oral forms of two languages, skill in stimulating students' language development, and ability to integrate their work into the larger pattern of school programs are among the recommended competencies. Although rumors of pointless "Mickey Mouse" certification courses may persist elsewhere, participants in the projects we visited routinely commented that their studies were challenging and highly relevant to the demands of their work. Even in the school where the staff had undertaken an exhausting program of 180 hours of graduate coursework and learned far more than they needed to pass the certification test—but just enough to do a good job in the classroom—teachers expressed no regret. Instead, they commented on the usefulness of the experience, covering theoretical or philosophical topics and methods and materials of obvious and immediate relevance to teaching. Across projects, many teachers and candidates demonstrated notable skill and conceptual depth for their levels of experience, and classroom observations confirmed that such skill was required to promote student success.

Rigorous competency testing stimulates effort, but raises concerns about validity and reliability for some populations

Advocates for equity are properly skeptical about gateway assessments and requirements that seem to fall especially hard on minority candidates. Both the values and priorities shaping the content of assessments and the technical adequacy of the tests themselves are subjects of considerable debate. However, successful projects concentrate on helping prospective teachers meet high standards, taking advantage of all available resources to keep them enrolled until their steady progress brings them to the appropriate levels of competence. Concerned professionals demand that benchmark tests prove their value with respect to establishing proficiency, but there was little evidence that high standards themselves were regarded as the enemy of advancement. Limited budgets with short funding cycles claim that role, and federal dollars help keep the enemy at bay.

The Role of Federal Support

Short-term funding generates ongoing and debilitating project strain

Even in communities taking financial responsibility for all students, local resources are depleting rapidly and federal dollars are scarce, although the need for services grows at a rapid pace. By the time a project has been operating long enough to reach full productivity and acquire a reputation that attracts good candidates—and recommendations for inclusion in reports such as this one—major funding sources may dry up, regardless of its record. Except for the few supported entirely by district revenues—such as Dade County's, which is driven by a judicial consent decree—projects scramble every year to replenish coffers. Most recruitment projects and many continuing education projects visited for this study have no assurance of survival from one year to the next, even if they are highly successful. Federal grants of appropriate size and duration can and do enable some projects to make a significant contribution to developing a competent professional workforce for LEP students.

The Contributions of Project Team Stability

Project success often depends on the continuing involvement of local experts

Experienced project teams are efficient and productive. In the face of funding instability, some projects manage to endure through the efforts of committed professionals, who keep work on track, expenses manageable, and bills paid. At almost every site, a cadre of educational leaders makes sure that whatever professional development can be done is done, and done well, despite the irregular flow and nature of resources. The work of these leaders multiplies the effects of project dollars. However, the potential impact of investments in professional development can be undermined when local practices are unfriendly to staff stability. Gifted administrators and teachers receive lateral transfers apparently without regard for program continuity in either the sending or the receiving school. At one site, a principal with exceptional credentials stays in a poor district where administrative salaries are at least 25 percent lower than the adjacent district in order to pursue her vision of effectiveness. The state funding formula, found to be unconstitutionally inequitable, has not yet been adjusted to reduce this kind of disparity. Teachers who trained with teams of colleagues in methods of ethnographic interviewing to develop the faculty's understanding and appreciation of the school's community resources were transferred to schools in other communities as part of heedless reshuffling activities. Some school-based professionals cling tenaciously to assignments in project sites, but little in district organization seems to support their commitment.

For university-based staff, the cost of constancy may be high. A knowledgeable, competent, and productive bilingual program manager at one university was denied tenure on the grounds of limited scholarly productivity—despite the fact that many schools in the state and departments in the university were staffed by the beneficiaries of her expertise. Her administrative contract must be reviewed and renegotiated annually. Key personnel in at least three projects cut back their involvement dramatically in the 1993-94 school year to prepare for tenure review. One doctoral-level university-based professional who is the central resource for an innovative program in a national network is supported entirely by external funds.

Although individual ambition and opportunity will always create unexpected changes in staffing, some projects seem to prosper in part because the host institutions support and reward the continuing involvement of key staff, therefore optimizing project impact. Elsewhere, the absence of institutional commitment coupled with uncertain funding results in high turnover in frontline positions; seasoned judgment remains the prize of the few willing and able to sacrifice advancement and security in order to provide stable leadership.

A Systemic Vision

Integrating new ideas and practices across content and roles strengthens learning

Among the projects in this study, the coherence of educational programming seemed to improve effectiveness. For example, teachers learning to adapt Cooperative Integrated Reading and Composition (CIRC) to boost student literacy in Spanish and English used the same lesson structures in both languages and integrated reading, writing, and oral communication

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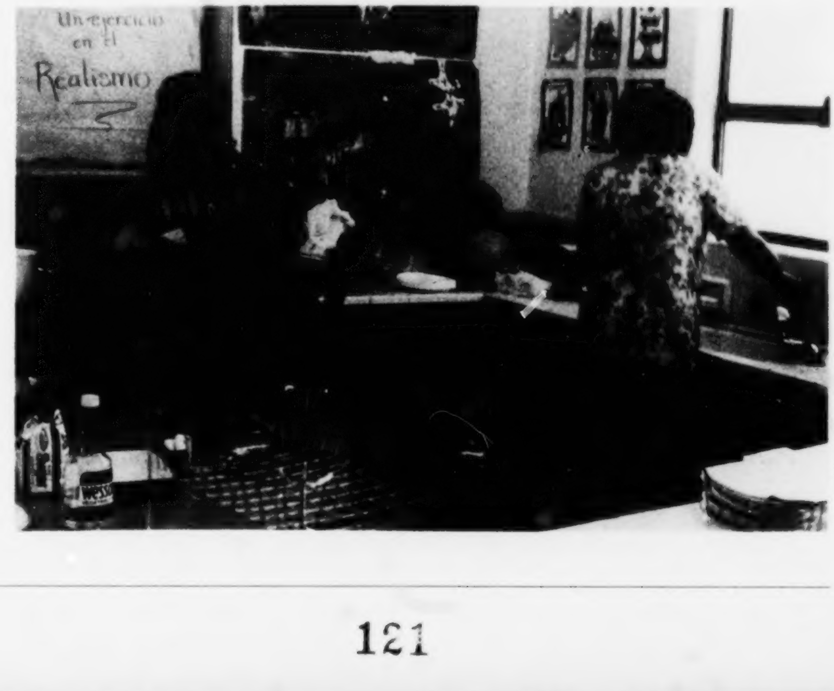
activities within a block of time scheduled every day. Teachers met regularly as a study group to discuss implementation and to enhance their knowledge of related professional issues through shared reading. Several professional development projects were integrated into Title I schoolwide projects, which were in turn tied to district or state education frameworks. Even when projects did not involve every teacher, intern, or tutor in a school, the use of a school, district, or state guideline as a reference point focused participants' attention on the practical applications of their learning.

In San Antonio, Los Angeles, and Fresno, principals, teachers, and interns often attended the same courses, lectures, and/or conferences. As a result, coaching and supervising could be and was related to shared conceptions of sound professional practice. For example, in San Antonio one principal asked each teacher to turn in three samples of student writing with the lesson plans to be reviewed for the coming week. Because they had learned together about good strategies for teaching writing (in Spanish and English), the principal and teachers could communicate clearly about what the work in the writing samples implied. In Los Angeles, teachers and students attended a series of workshops on how to create effective mentoring situations, and project leaders followed up with onsite discussions with participants about the progress of their work. In Fresno, shared coursework in strategies stimulating language development, hands-on science, and cooperative learning made professional exchanges among teachers and between supervisors and teachers crisp, focused, and helpful.



Funds of Knowledge

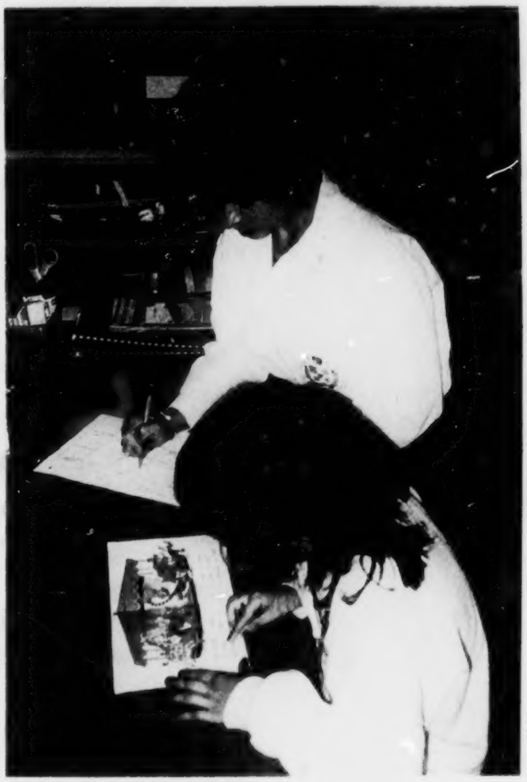
Coordinating activities and responsibilities weaves professional development into the fabric of professional life. Scheduling professional development activities during release time, after school, or on Saturdays enabled projects to involve working teachers in their programs. Formal and informal arrangements among institutions allow teaching assistants to flex their working hours so that they can attend classes, and high school tutors or future teachers groups can engage in enrichment activities. Offering concurrent sessions for participants and their families brought families together to plan for the project's success. Activities at the margins of life are soon pared off in the face of competing demands. When the content of learning is tied to real work, time for lessons is scheduled as conveniently as circumstances permit, and personal support systems are recruited to the task, program retention prospers and participants reach high standards.

Effective projects use integration across content and roles, shared experiences, and thoughtful scheduling to make learning accessible, and they tie project content and methods to larger reform efforts in schools, districts, and states.

Partnerships among Local Education Agencies and Institutions of Higher Education

LEAs and IHEs make powerful partners

A notable characteristic of every project in the study is the extensive collaboration between local education agencies (LEAs) and institutions of higher education (IHEs). As in any coming together of educators, a lot of teaching goes on, but it is not at all a one-way proposition. Colleges and universities give of their riches: subject matter and pedagogical expertise, project design, cross-site fertilization, new ideas and materials, and college credit. And schools give of theirs: insight about the nature of problems, what can be done and how to do it, feedback on the adequacy of plans and materials, generous investments of time in trying new approaches, and a willingness to be learners as well as teachers. Sometimes higher education comes up with ideas or approaches that school-based personnel do not have the time or inclination to think of; ethnographic interviewing, for example, with its labor-intensive procedures, is a strategy that perhaps only an anthropologist can love at first sight. However, not only did the first cadre of teacher/ethnographers in the Funds of Knowledge project ultimately embrace this technique because of its tremendous payoff in parent/teacher collaboration, but other teachers and other districts have begun clamoring for the training.



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On the other hand, sometimes schools come up with ideas or approaches and seek out partners in higher education. When Balderas Elementary opened its doors to a diverse student body, the faculty recognized that intensive professional development was the best way to meet its needs. The school and the nearby campus of California State University—known already for its creative responses to school needs—developed, first, a plan that wed the school's agenda to the university's mission; second, a financing scheme that capitalized on several modest sources of funding; and, third, a schedule that was demanding but (just barely) manageable. When districts in the

San Antonio area adopted strategic plans featuring site-based management and shared decisionmaking, the university created a program that cultivated proficiency in both bilingual education and educational leadership. Graduates understand how their work environment shapes their practice, and they know how to help make an environment that has desirable effects. Projects in this study made the most of policies and funding to generate productive partnerships among district and higher education personnel. To be sure, the sides battle over content, stubbornly defend their positions, and struggle with different views of relevance and priority. However, they seem to come up with sturdy arrangements that reflect deserved mutual respect.

The Importance of Language Resources

Communities benefit when existing language resources are preserved

The benefits of cultivating literacy in English and the student's home language take at least three forms. First, as Europeans have always known and as we are learning under the rapidly evolving consequences of enactment of the North American Free Trade Agreement, bilingualism can be a major economic asset. Permeable trade borders have increased the opportunities for border-town entrepreneurs and provided incentives for workers in many industries on both sides of the border with Mexico to learn the language of their new colleagues or customers. The 75 percent of the language minority population whose home language is Spanish can realize immediate benefit from their home language in the near future.

Second, in this nation of newcomers, there are always families where English is not yet spoken. Historically, under these circumstances some older family members have led productive lives without learning much English. Such families have the responsibility of raising their children, a job they are normally better fit to do than others are. When children lose their home language in the process of learning English—a common and well-documented occurrence—they too often lose access to the support and guidance of their families. This in turn limits productive engagement within the larger community—finishing school, finding a job, and developing and fulfilling career ambitions. To choose paths toward English acquisition that predictably cause home language loss is to put language minority children at great peril, to make of each a kind of orphan.

Third, a growing body of evidence suggests that the cognitive gymnastics associated with acquiring proficiency in two languages have positive effects on some aspects of general intelligence. In carefully controlled studies, children showed cognitive advantages stemming from their development of proficiency in two languages, which generally meant adding a new language to their repertoire. Furthermore, no studies showed negative cognitive effects from deliberate efforts to cultivate bilingualism rather than replace the first language with a second. (Hakuta, 1985, summarizes his work and others' related to these points.) Research to date indicates that adopting strategies to preserve children's home language resources while adding proficiency in English supports family membership, contributes to later economic opportunity, and enhances intellectual ability. Although there can be no question that learning English must be a high priority in an English-dominant country, the evidence suggests that substantial benefit accrues to individuals—and hence the communities that count them as members—from investments in bilingualism made in the context of the mission of public education.

Global markets and increasing language diversity in this country make it valuable for English speakers to add a non-English language to their repertoire

Knowledge of a second language has a longstanding history of being a hallmark of an educated person. Currently, other economic and social incentives have motivated educators and policy makers to recommend adding acquisition of proficiency in a non-English language to the National Education Goals. Studies of two-way bilingual education indicate that both those acquiring English and those acquiring another language can benefit from the experience in a number of ways.

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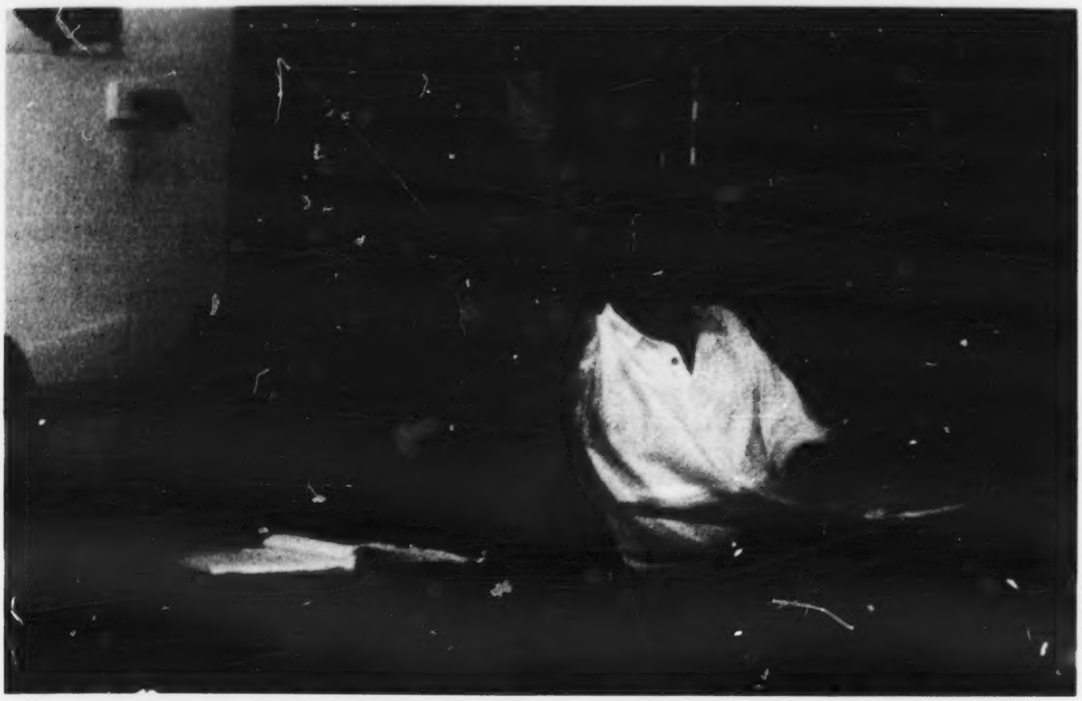
Conclusion

The experiences of projects visited in this study suggest that the goal of cultivating a highly qualified instructional workforce for students with limited English proficiency is advanced by policies and guidelines that:

- Establish appropriately high standards for professional performance and provide more extended programs for promising candidates who need more time to achieve them
- Offer adequate, stable, and long-term financial support
- Give high priority to programmatic coherence and coordination among educational activities
- Provide for reasonable levels of personnel stability, including employment incentives that take into account multiple forms of productivity
- Promote partnerships between local education agencies and institutions of higher education
- Preserve and expand the language resources of students and their communities

These projects chose approaches that prepare teachers to engage LEP students in interesting and valuable academic programs while adding English to their language repertoires. The projects appealed to and nurtured the cultural pride of teacher candidates from language minority communities, cultivated teachers' high achievement in substantive and pedagogical arenas, and promoted development of school- and district-based professional learning communities.

The success of projects such as these enables schools to provide for all children the education they need to participate productively in community life. ■



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